

**Ad Hoc Assessment (AHA) Team Report**  
**Liberal Education Program (LEP) Moral Reasoning Outcomes**  
**Southwest Minnesota State University (SMSU)**  
**October 2016**

**TEAM MEMBERS**

Brett Gaul (Philosophy), Maureen Sander-Staudt (Philosophy), and Kathy Schaefer (Management and Marketing)

**I. INTRODUCTION**

**LEP OUTCOME 6: Analyze moral judgments and engage in moral discourse.**

- 6.1 Demonstrate understanding of the meaning, application, and justification of a number of core ethical values, including, but not restricted to: Individual dignity, Human rights, Honesty, Integrity, Justice, Compassion, Personal and social responsibility
- 6.2 Demonstrate understanding of and respect for a variety of ethical viewpoints.
- 6.3 Recognize and critically reflect on one's own moral values and their determinants.
- 6.4 Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

**RUBRICS**

- None

**RELEVANT COURSES AND CO-CURRICULAR ACTIVITIES**

Since this is the first ever assessment report for the moral reasoning outcomes, the team initially had to identify relevant courses. To do this, during the Spring 2016 semester the team distributed a survey at faculty assembly meetings to faculty teaching courses addressing moral reasoning (see Appendix A). The survey was also emailed to each department chair and chairs were asked to forward the survey to all members of their department. The survey was used to identify relevant courses and determine which moral reasoning sub-outcomes were being addressed and analyzed in these courses. If faculty members who completed the survey said they had assessment data, we asked for that data. Scott Crowell, Dean of Students/Associate VP for Student Affairs, was also contacted to determine if there were any co-curricular activities relevant to this goal. (He did not respond to our inquiry.)

Courses initially identified by the committee as potentially relevant to the moral reasoning outcome included:

- A) All of the philosophy courses with "Ethics," "Ethical," or "Morality" in the title:
  - PHIL 103: Ethics (MnTC Goal 9: Ethical and Civic Responsibility)
  - PHIL 105: Ethical Issues in Business (MnTC Goal 9: Ethical and Civic Responsibility)

- PHIL 107: Environmental Ethics (MnTC Goal 9: Ethical and Civic Responsibility and MnTC Goal 10: People and the Environment)
  - PHIL 303: Ethical Issues in Professional Life (MnTC Goal 1: Communication)
  - PHIL 305: Law, Liberty, and Morality
  - PHIL 330: History of Philosophy: Ethics
  - PHIL 332: Medical and Bioethics
- B) All of the course approved for MnTC Goal 9: Ethical and Civic Responsibility
- ECON 210: Introduction to Cooperatives
  - HIST 221: Early America: Colonial Era-Civil War
  - HIST 222: Modern America: History of the US 1865-Present
  - HIST 359: African-American History: 1500 to the Present
  - JUAD 144: Introduction to Justice and Society
  - PHIL 103: Ethics
  - PHIL 105: Ethical Issues in Business
  - PHIL 107: Environmental Ethics
  - POL 117: Introduction to Government and Politics
  - POL 120: American National Government
  - POL 221: State Government
  - POL 250: American Parties and Elections
  - SOCI 220: Social Problems
- C) As a result of our survey, individual faculty members identified the following courses **not** listed in either A) or B):
- MGMT 300: Management Principles (Major Course)
  - MGMT 301: Principles of Marketing (Major Core Skills)
  - MKTG 491: Strategic Marketing Policy (Major Capstone)
  - NURS 300: Transitions to Baccalaureate Nursing (Major Capstone)
  - NURS 450: Clinical Practicum (Major Capstone)
- D) In the end, we received surveys from eight (8) different faculty members regarding fourteen (14) different courses that individual faculty identified as being relevant to the moral reasoning outcomes and that have recently been taught. Eight (8) courses were in the MnTC; three (3) were Major courses (neither Capstone nor Core Skills); two (2) were Major Capstone courses; and one (1) was a Core Skills course.

	<b>Course</b>	<b>Kind of Course</b>	<b>Addresses 6.1?</b>	<b>Addresses 6.2?</b>	<b>Addresses 6.3?</b>	<b>Addresses 6.4?</b>
1	HIST 221: Early America: History of the US from the Colonial Era to the Civil War	MnTC Goals 7 & 9, Major	No	Yes	Yes	Yes
2	HIST 222: Modern America: History of the US from 1865 to the Present	MnTC Goals 7 & 9, Major	No	Yes	Yes	Yes
3	HIST 359: African-American History: 1500 to the Present	MnTC Goals 7 & 9, Major	No	Yes	Yes	Yes
4	HIST 210: Contemporary World History	MnTC Goals 5 and 8, Major	Yes	No	No	No
5	MGMT 300: Management Principles	Major	Yes	Yes	Yes	Yes
6	MKTG 301: Principles of Marketing	Major Core Skills	Yes	Yes	Yes	Yes
7	NURS 300: Transitions to Baccalaureate Nursing	Major Capstone	Yes	Yes	Yes	No
8	NURS 450: Clinical Practicum	Major Capstone	No	No	Yes	No
9	PHIL 103: Ethics	MnTC Goal 9 and Major	Yes	Yes	Yes	Yes
10	PHIL 105: Ethical Issues in Business	MnTC Goal 9 and Major	Yes	Yes	Yes	Yes
11	PHIL 107: Environmental Ethics	MnTC Goals 9 & 10, Major	Yes	Yes	Yes	Yes
12	PHIL 303: Ethical Issues in Professional Life	MnTC Goal 1 and Major	Yes	Yes	Yes	Yes
13	PHIL 330: History of Philosophy: Ethics	Major	Yes	Yes	No	No
14	PHIL 331: History of Philosophy: Political and Social Philosophy	Major	Yes	Yes	No	No

## II. Assessment Measures

According to the surveys and assessment data we received from the eight (8) different faculty members regarding the fourteen (14) courses relevant to the moral reasoning outcomes, this is the breakdown of which outcomes are being assessed, whether assessment data was provided, whether the assessment data was analyzed, and whether the analyzed assessment data is being used to “close the loop” and improve student learning.

### **6.1: Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.**

What percentage of courses addressed 6.1?	What percentage of courses addressing 6.1 provided assessment data?	What percentage of courses addressing 6.1 provided clear evidence that the assessment data was analyzed?	What percentage of courses addressing 6.1 provided clear evidence that analyzed assessment data is being used to improve how the course is taught?
71% (10/14)	40% (4/10)	40% (4/10)	40% (4/10)

### **Description of Assessments Done on 6.1**

Course	Description of Assessment
1. MGMT 300: Management Principles	1. Direct assessment data from objective exam questions
2. PHIL 103: Ethics	1. Indirect assessment data from answers to the question: “As a result of taking this class, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.”
3. PHIL 105: Ethical Issues in Business	1. Indirect assessment data from answers to the question: “As a result of taking this class, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.”
4. PHIL 303: Ethical Issues in Professional Life	1. Indirect assessment data from answers to the question: “As a result of taking this class, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.”

**6.2: Demonstrate understanding of and respect for a variety of ethical viewpoints.**

<b>What percentage of courses addressed 6.2?</b>	<b>What percentage of courses addressing 6.2 provided assessment data?</b>	<b>What percentage of courses addressing 6.2 provided clear evidence that the assessment data was analyzed?</b>	<b>What percentage of courses addressing 6.2 provided clear evidence that analyzed assessment data is being used to improve how the course is taught?</b>
86% (12/14)	25% (3/12)	25% (3/12)	25% (3/12)

**Description of Assessments Done on 6.2**

<b>Course</b>	<b>Description of Assessment</b>
1. PHIL 103: Ethics	1. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints."
2. PHIL 105: Ethical Issues in Business	1. Direct assessment data from objective exam questions 2. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints."
3. PHIL 303: Ethical Issues in Professional Life	1. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints."

**6.3: Recognize and critically reflect on one's own moral values and their determinants.**

What percentage of courses addressed 6.3?	What percentage of courses addressing 6.3 provided assessment data?	What percentage of courses addressing 6.3 provided clear evidence that the assessment data was analyzed?	What percentage of courses addressing 6.3 provided clear evidence that analyzed assessment data is being used to improve how the course is taught?
86% (12/14)	25% (3/12)	25% (3/12)	25% (3/12)

**Description of Assessments Done on 6.3**

Course	Description of Assessment
1. PHIL 103: Ethics	1. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to recognize and critically reflect on my own moral values and their determinants."
2. PHIL 105: Ethical Issues in Business	1. Direct assessment data from "SMSU Philosophy Program Ethics Assessment Survey," which is taken at the beginning and end of the semester.  2. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to recognize and critically reflect on my own moral values and their determinants."
3. PHIL 303: Ethical Issues in Professional Life	1. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values."

**6.4: Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.**

<b>What percentage of courses addressed 6.4?</b>	<b>What percentage of courses addressing 6.4 provided assessment data?</b>	<b>What percentage of courses addressing 6.4 provided clear evidence that the assessment data was analyzed?</b>	<b>What percentage of courses addressing 6.4 provided clear evidence that analyzed assessment data is being used to improve how the course is taught?</b>
<b>71% (10/14)</b>	<b>30% (3/10)</b>	<b>30% (3/10)</b>	<b>30% (3/10)</b>

**Description of Assessments Done on 6.4**

<b>Course</b>	<b>Description of Assessment</b>
1. PHIL 103: Ethics	1. Direct assessment data from Ethics in the News assignment
	2. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society."
2. PHIL 105: Ethical Issues in Business	1. Direct assessment data from Business Ethics in the News assignment
	2. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society."
3. PHIL 303: Ethical Issues in Professional Life	1. Direct assessment data from Ethical Issues in Professional Life paper
	2. Indirect assessment data from answers to the question: "As a result of taking this class, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society."

### III. Sample Summary of Assessment Measures

For a complete summary of assessment measures, please see the individual reports listed as Appendices B-Q.

#### **Sample Summary of Assessments Done on 6.1: *Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.***

**1. MGMT 300: Management Principles: Direct assessment data (see Appendix B)**

In Appendix B two sections of MGMT 300 were asked ten (10) objective multiple choice questions relevant to 6.1. One section averaged 59.7% correct and 40.3% incorrect. The other section averaged 63.6% correct and 36.4% incorrect.

**2. PHIL 104: Ethics: Indirect assessment data (see Appendix C)**

In Appendix C two sections of PHIL 103 were asked about 6.1 on an end of course survey. In one section 96% of students strongly agreed or agreed with the statement: "As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values." 4% neither agreed nor disagreed. In the other section, 95% of students strongly agreed or agreed with the statement. 5% neither agreed nor disagreed.

**3. PHIL 105: Ethical Issues in Business: Indirect assessment data (see Appendices F, G, I, K, M, and N)**

In Appendix F one section of PHIL 105 was asked about 6.1 on an end of course survey. 100% of students strongly agreed or agreed with the statement: "As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values." (For additional data like this, see Appendices G, I, K, M, and N.)

**4. PHIL 303: Ethical Issues in Professional Life: Indirect assessment data (see Appendices O, P, and Q)**

In Appendix O one section of PHIL 303 was asked about 6.1 on an end of course survey. 88% of students strongly agreed or agreed with the statement: "As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values." 6% neither agreed nor disagreed. 6% strongly disagreed (For additional data like this, see Appendices P and Q.)



**Sample Summary of Assessments Done on 6.2: *Demonstrate understanding of and respect for a variety of ethical viewpoints.***

**1. PHIL 103: Ethics: Indirect assessment data (see Appendix C)**

In Appendix C two sections of PHIL 103: Ethics were asked about 6.2 on an end of course survey. In one section 96% of students strongly agreed or agreed with statement: "As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints." 4% neither agreed nor disagreed. In the other section, 100% of students strongly agreed or agreed with the statement.

**2. PHIL 105: Ethical Issues in Business: Direct assessment data, indirect assessment data (see Appendices E, G, I, K, M, and N)**

**Direct assessment data (see Appendix E)**

Students in PHIL 105 are asked four (4) objective multiple choice questions relevant to 6.2. The section in Appendix F averaged 87% correct and 13% incorrect. (*For additional data like this, see Appendices G, I, K, M, and N.*)

**Indirect assessment data (see Appendix E)**

In Appendix E one section of PHIL 105 was asked about 6.2 on an end of course survey. 100% of students strongly agreed or agreed with statement: "As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints." (*For additional data like this, see Appendices G, I, K, M, and N.*)

**3. PHIL 303: Ethical Issues in Professional Life: Indirect assessment data (see Appendices O, P, and Q)**

In Appendix O one section of PHIL 303 was asked about 6.2 on an end of course survey. 88% of students strongly agreed or agreed with the statement: "As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints." 6% neither agreed nor disagreed. 6% strongly disagreed (*For additional data like this, see Appendices P and Q.*)

**Sample Summary of Assessments Done on 6.3: *Recognize and critically reflect on one’s own moral values and their determinants.***

**1. PHIL 103: Ethics: Indirect assessment data (see Appendix C)**

In Appendix C two sections of PHIL 103 were asked about 6.3 on an end of course survey. In one section 83% of students strongly agreed or agreed with statement: “As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.” 17% neither agreed nor disagreed. In the other section, 95% of students strongly agreed or agreed with the statement. 5% neither agreed nor disagreed.

**2. PHIL 105: Ethical Issues in Business: Direct assessment data, indirect assessment data (see Appendices D, E, F, G, H, I, J, K, L, M, and N)**

**Direct assessment data example from Appendix D**

Students are given an ethics assessment survey at the beginning of the course and at the end of the course. At the beginning of the course, 19% of the students said that rational thought was the most important resource in their moral decision making. At the end of the course, 30% did. Other options included feeling, parents, friends, religion, and social norms. *(For additional data like this, see Appendices F, H, J, and L.)*

**Indirect assessment data from Appendix E**

In Appendix E one section of PHIL 105 was asked about 6.3 on an end of course survey. 100% of students strongly agreed or agreed with statement: “As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.” *(For additional data like this, see Appendices G, I, K, M, and N.)*

**3. PHIL 303: Ethical Issues in Professional Life: Indirect assessment data (see Appendices O, P, and Q)**

In Appendix O one section of PHIL 303 was asked about 6.3 on an end of course survey. 88% of students strongly agreed or agreed with the statement: “As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.” 6% neither agreed nor disagreed. 6% strongly disagreed *(For additional data like this, see Appendices P and Q.)*

**Sample Summary of Assessments Done on 6.4: *Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.***

**1. PHIL 103: Ethics: Direct assessment data; indirect assessment data (see Appendix C)**

**Direct assessment data**

Twice during the semester in PHIL 103: Ethics students were required to bring to class a hard copy of a news item that pertains to an ethical issue. Students must orally (1) explain the story, (2) identify the ethical issue illustrated by the story, and (3) explain why it is an ethical issue.

Grade	9:30 Try #1	9:30 Try #2	10:30 Try #1	10:30 Try #2
100%	69%	81%	79%	88%
1-99%	4%	23%	8%	0%
0%	27%	16%	13%	12%

On average, students in both sections did better on their second try on this assignment than they did on their first try. The number of students getting 100% on this assignment increased in both sections by 12 percentage points and 9 percentage points, respectively.

**Indirect assessment data**

Two sections of PHIL 103: Ethics were asked about 6.4 on an end of course survey. In one section 96% of students strongly agreed or agreed with statement: “As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.” 4% neither agreed nor disagreed. In the other section, 100% of students strongly agreed or agreed with the statement.

**2. PHIL 105: Ethical Issues in Business: Direct assessment data, indirect assessment data (see Appendices E, G, I, K, M, and N)**

**Direct assessment data from Appendix E**

Students in PHIL 105 also do an Ethics in the News assignment like the students in PHIL 103. Twice during the semester students were required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, (2) identify the ethical issue illustrated by the story, and (3) explain why it is an ethical issue. However, the kind of data provided for 103 was not provided for 105. (*For additional data like this, see Appendices H, I, K, M, and N.*)

**Indirect assessment data from Appendix E**

In Appendix E one section of PHIL 105 was asked about 6.4 on an end of course survey. 100% of students strongly agreed or agreed with statement: “As a result of taking this course, I am better

able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.” (For additional data like this, see Appendices G, I, L, M, and N.)

**3. PHIL 303: Ethical Issues in Professional Life: Direct assessment data, indirect assessment data (see Appendices O, P, and Q)**

**Direct assessment data from Appendix O**

In Appendix O one section of PHIL 303 students wrote a 3,000 word research paper discussing three major ethical issues in a profession of their choosing. They used professional codes of ethics and other sources. Among other things, they had to:

1. Thoroughly explain what the profession is, what these professionals do, and where they work.
2. Thoroughly explain the main duties and responsibilities of this profession.
3. Thoroughly explain three major ethical issues this profession faces.
4. Thoroughly explain the ethically appropriate way people in this profession should handle each of these three issues.
5. Reference their profession’s Code of Ethics

16 students (67%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

3 students (13%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

4 students (17%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

1 student (4%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

0 students (0%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials,

or one that contained pervasive errors in the use of philosophical methods. (*For additional data like this, see Appendices P and Q.*)

**Indirect assessment data from Appendix O**

In Appendix O one section of PHIL 303 was asked about 6.4 on an end of course survey. 88% of students strongly agreed or agreed with the statement: “As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.” 6% neither agreed nor disagreed. 6% strongly disagreed (*For additional data like this, see Appendices P and Q.*)

#### **IV. Recommendations for Closing the Assessment Loop**

1. Faculty teaching courses relevant to the moral reasoning outcome should clearly identify which sub-outcomes are being assessed by their assessment data.
2. Discussions within departments (particularly those who have rotating faculty teaching courses which address this outcome in the Minnesota Transfer Curriculum) should take place to ensure consistent assessment data is being collected, analyzed, and used to improve student learning.
3. Faculty should better document the data being collected, the analysis of that data, and how that data is being used to improve student learning.

#### **V. Conclusion**

This first ever report for the moral reasoning outcome provides opportunities to increase faculty awareness about assessment of this outcome. While the data and analyses collected thus far do not lend to significant curricular changes, they highlight the need for the following:

- Greater faculty participation in assessment of the outcome
- Increased faculty education about assessment of the outcome
  - o How to gather data
  - o Ways of analyzing the data
  - o How to provide evidence of closing the loop
- A consideration of the use of templates both to collect and submit data
- A consideration of the use of the AAC & U's "Ethical Reasoning VALUE Rubric"
- A more systematic means of collecting, sharing, and storing data is needed
  - o Perhaps a D2L "shell course" could be used by multiple faculty

## Appendix A

### **AHA Team Assessment Data Survey for SMSU Liberal Education Program Student Learning Outcome #6: Analyze Moral Judgments and Engage in Moral Discourse**

The AHA Team charged with assessing LEP Outcome #6 (previously #7 when we had 10 outcomes from Fall 2010-Spring 2015) requests your help. Please answer the following questions (see both sides of this sheet) about the courses you teach which support this outcome. The information you provide will help us write our summary report on the university's efforts to help students make real progress in analyzing moral judgments and engaging in moral discourse. If you indicate that you have assessment data for any of the sub-outcomes (or will have it after the course is taught in Spring 2016), the Moral Reasoning AHA Team may contact you for that data.

**Please return one completed form per relevant course to Brett Gaul (BA 104) by Monday, February 1, 2016.**

Thank you for helping us assess SMSU's Liberal Education Program.

Sincerely,

The Moral Reasoning AHA Team: Brett Gaul, Maureen Sander-Staudt, Kathy Schaefer

#### **Section I: Course Information**

Instructor: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Please Check All that Apply to Your Moral Reasoning Course

MNTC Goal Course:

- 1: Communication
- 2: Critical Thinking
- 3: Natural Sciences
- 4: Mathematical/Logical Reasoning
- 5: History and the Social and Behavioral Sciences
- 6: The Humanities and the Fine Arts
- 7: Human Diversity
- 8: Global Perspective
- 9: Ethical and Civic Responsibility
- 10: People and the Environment

LEP 100

LEP 400

Major Capstone Course

Major Core Skills Course (focus on written and oral communication, information literacy, and critical thinking)

Major Course, but not one designated as Capstone or Core Skills

Other. Please explain.

## Section II: Sub-Outcome Assessment Data

1. Do any of your course products (exercises, assignments, tests, papers, presentations, etc.) address sub-outcome 6.1? (6.1 *Demonstrate understanding of the meaning, application, and justification of a number of core ethical values, including, but not restricted to: individual dignity, human rights, honesty, integrity, justice, compassion, personal and social responsibility.*)

No  Yes

If "Yes," do you have assessment data on sub-outcome 6.1?

No  Yes, but it isn't analyzed yet.  Yes, and it is also analyzed.  I will after course is taught in Spring 2016.

2. Do any of your course products address sub-outcome 6.2? (6.2 *Demonstrate understanding of and respect for a variety of ethical viewpoints.*)

No  Yes

If "Yes," do you have assessment data on sub-outcome 6.2?

No  Yes, but it isn't analyzed yet.  Yes, and it is also analyzed.  I will after course is taught in Spring 2016.

3. Do any of your course products address sub-outcome 6.3? (6.3 *Recognize and critically reflect on one's own moral values and their determinants.*)

No  Yes

If "Yes," do you have assessment data on sub-outcome 6.3?

No  Yes, but it isn't analyzed yet.  Yes, and it is also analyzed.  I will after course is taught in Spring 2016.

4. Do any of your course products address sub-outcome 6.4? (6.4 *Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.*)

No  Yes

If "Yes," do you have assessment data on sub-outcome 6.4?

No  Yes, but it isn't analyzed yet.  Yes, and it is also analyzed.  I will after course is taught in Spring 2016.



## Appendix B

August 10, 2016

Ethical and Moral Reasoning Results

Management Principles Sections 1 and 2, Spring 2016

This course does not satisfy any goal area in the Minnesota Transfer Curriculum as it falls in the Business category. That being said, this course does contain components that are required learning elements in the Minnesota Transfer Curriculum as well as the SMSU LEP. The course and the contents of the course follow the SMSU Management Department's required textbook, Management, A Practical Introduction, by Angelo Kinicki and Brian K. Williams. According to the publisher, McGraw-Hill, this textbook recognizes the curricula guidelines detailed in the AACSB standards for business accreditation by connecting selected questions in the text and/or the test bank to the general knowledge and skill guidelines in the AACSB standards. A requirement in the Business curricula of AACSB is for "ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)" be addressed or covered (Standards for Business Accreditation, 2016). It is reasonable to infer that the contents of the Management Principles textbook currently in use is embedded with ethical or moral issues/dilemmas and are important components covered in the course.

The students in Management Principles, MGMT 300-01 and MGMT 300-02, were administered a 10 point addendum to their final exams in May of 2016. The 10 point addendum allowed me to break out questions specific to the topics of ethical and moral reasoning.

The questions were drawn from the textbook and lectures that had taken place over the course of the semester, and were categorized by the three bottom levels of the Bloom's Taxonomy pyramid: remember, understand, and apply. The students had been advised that this additional assessment would accompany the final exam and to pay close attention to the chapters where ethical or moral reasoning had been covered.

In the accompanying chart, I have broken down the results by question for each class. Students performed considerably better on those questions that were in the "remember" and "understand" category than on the "apply" questions. I don't find this to be too surprising as my students generally struggle a little more with the "real world" application of some of these concepts, regardless of how much time or how many cases have been studied. The "real world" application of many of the concepts covered in Management Principles deal in experiences that many of these students have not yet had, due to their age or limited work experience.

This was the first time, however, where I took a set of questions dealing with one topic and broke each question down for analysis. I am able to see where my teaching methods should be adjusted, and where students should receive more training and practice in "application" style problems. For example, scenarios can be drawn from current business news events with

questionable ethical implications, enabling the students to not only stay current on the business news of the week, but to evaluate those scenarios from the standpoint of ethical and moral reasoning. More frequent discussion and evaluation of ethical questions will reinforce the students' ability to identify and solve ethical or moral dilemmas.

Ethical and Moral Reasoning Results						
	T	F	35			
	A	B	C	D	% Correct	%Incorrect
1. A situation in which you have to decide whether to pursue a course of action that may benefit you or your organization but that is unethical or even illegal is called a moral challenge. <b>F (Remember)</b>	6	29			82.86%	17.14%
2. Ethical behavior is defined as a behavior that creates the greatest good for the greatest number of people. <b>F (Remember)</b>	12	23			65.71%	34.29%
3. An organization's value system stressing financial performance may conflict with its value system stressing cohesion among employees. <b>T (Understand)</b>	33	2			94.29%	5.71%
4. Which of these is a situation in which you have to decide whether to pursue a course of action that may benefit you or your organization but that is unethical or even illegal. <ul style="list-style-type: none"> <li>a. Ethics question</li> <li>b. Ethical behavior</li> <li>c. Moral decision</li> <li>d. <b>Ethical dilemma (Remember)</b></li> </ul>	2	0	2	30	85.71%	11.43%
5. Jack is working overseas, and has been asked by a superior to present a government official with a cash payment in order to secure a contract. This makes Jack uncomfortable since he does not feel it is right, yet he worries about upsetting his boss. Jack is facing <ul style="list-style-type: none"> <li>a. Political-legal trends.</li> <li>b. <b>An ethical dilemma.</b></li> <li>c. A moral-rights approach by his boss.</li> <li>d. Sociocultural trends.</li> </ul> <b>(Apply)</b>	1	27	5	2	77.14%	22.86%
6. Fairness in hiring practices is an example of an organization's <ul style="list-style-type: none"> <li>a. Cost-benefit analysis.</li> <li>b. Morality</li> <li>c. Competitive advantage</li> <li>d. <b>Values (Understand)</b></li> </ul>	0	17	18	0	0.00%	100.00%

7. Aaron is a manager at a local live music venue. He is developing a new online system for advance ticket sales. Some of the shows have been so popular that tickets sell out quickly and regular patrons have complained that with a slow Internet connection they have no chance to purchase. In an effort to be fair to all prospective customers, Aaron is using what approach to ethical behavior?

- |                   |    |   |    |   |        |        |
|-------------------|----|---|----|---|--------|--------|
| a. Utilitarian    | 15 | 2 | 13 | 5 | 37.14% | 62.86% |
| b. Individual     |    |   |    |   |        |        |
| c. <b>Justice</b> |    |   |    |   |        |        |
| d. Moral Rights   |    |   |    |   |        |        |
| <b>(Apply)</b>    |    |   |    |   |        |        |

8. Eliza is a new manager, and she frequently feels it necessary to threaten her employees with a variety of punishments in order to get them to follow the rules. The level of personal moral development at which Eliza is operating is the \_\_\_\_\_ level according to Kohlberg.

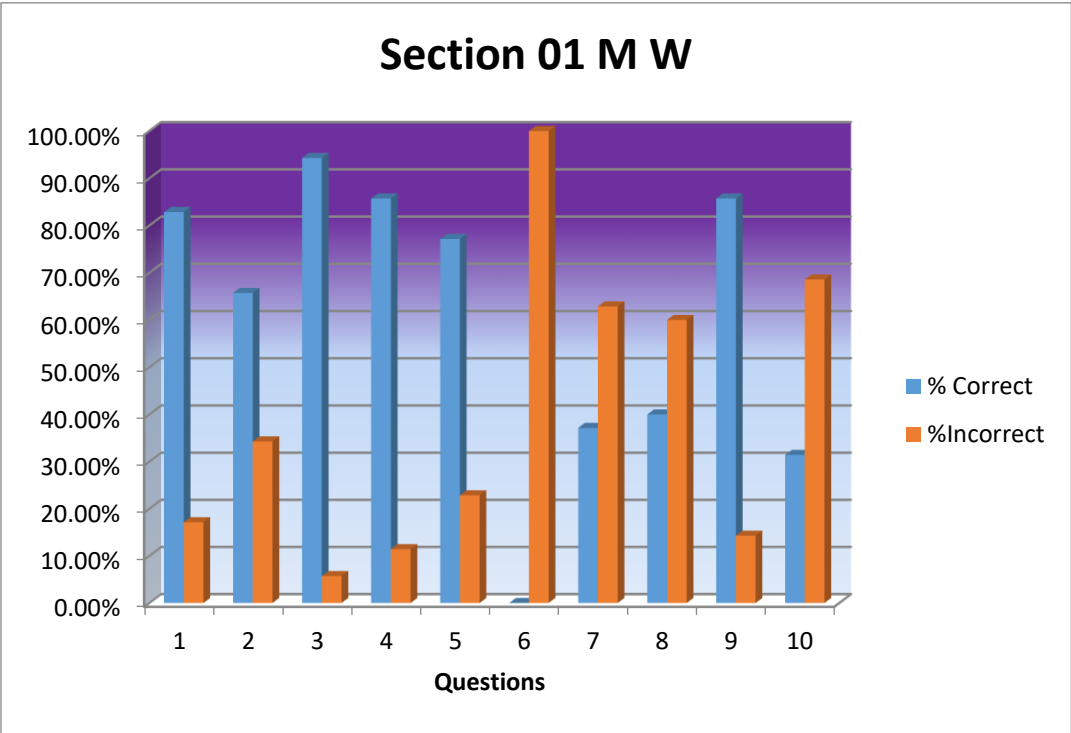
- |                                   |   |    |    |   |        |        |
|-----------------------------------|---|----|----|---|--------|--------|
| a. Conventional                   | 3 | 18 | 14 | 0 | 40.00% | 60.00% |
| b. Unconventional                 |   |    |    |   |        |        |
| c. <b>Preconventional (Apply)</b> |   |    |    |   |        |        |
| d. Postconventional               |   |    |    |   |        |        |

9. Jessica is an employee in a manufacturing plant who works the graveyard shift, midnight to 8 a.m. One night, she saw one of her managers dumping some chemicals down a storm drain in the parking lot. When she confronted him, he said this was standard procedure for some waste materials to avoid other costly disposal measures. When Jessica wrote a letter about it to the local newspaper she was a(n)

- |                                   |   |   |   |    |        |        |
|-----------------------------------|---|---|---|----|--------|--------|
| a. Victim's advocate.             | 0 | 4 | 1 | 30 | 85.71% | 14.29% |
| b. Activist.                      |   |   |   |    |        |        |
| c. Disloyal employee.             |   |   |   |    |        |        |
| d. <b>Whistle-blower. (Apply)</b> |   |   |   |    |        |        |

10. Only about a fifth of American managers reach which level of personal moral development?

- |   |   |    |    |    |        |        |
|---|---|----|----|----|--------|--------|
| a. Internalized.                        |   |    |    |    |        |        |
| b. <b>Postconventional (Understand)</b> | 4 | 11 | 10 | 10 | 31.43% | 68.57% |
| c. Expectational                        |   |    |    |    |        |        |
| d. Enlightened.                         |   |    |    |    |        |        |



Ethical and Moral Reasoning Results						
	T	F	32		% Correct	% Incorrect
	A	B	C	D		
1. A situation in which you have to decide whether to pursue a course of action that may benefit you or your organization but that is unethical or even illegal is called a moral challenge. <b>F (Remember)</b>	<b>8</b>	<b>24</b>			<b>75.00%</b>	<b>25.00%</b>
2. Ethical behavior is defined as a behavior that creates the greatest good for the greatest number of people. <b>F (Remember)</b>	<b>12</b>	<b>20</b>			<b>62.50%</b>	<b>37.50%</b>
3. An organization's value system stressing financial performance may conflict with its value system stressing cohesion among employees. <b>T (Understand)</b>	<b>31</b>	<b>1</b>			<b>96.88%</b>	<b>3.13%</b>

<p>4. Which of these is a situation in which you have to decide whether to pursue a course of action that may benefit you or your organization but that is unethical or even illegal.</p> <p>a. Ethics question</p> <p>b. Ethical behavior</p> <p>c. Moral decision</p> <p>d. <b>Ethical dilemma (Remember)</b></p>	0	1	1	30	93.75%	6.25%
<p>5. Jack is working overseas, and has been asked by a superior to present a government official with a cash payment in order to secure a contract. This makes Jack uncomfortable since he does not feel it is right, yet he worries about upsetting his boss. Jack is facing</p> <p>a. Political-legal trends.</p> <p>b. <b>An ethical dilemma.</b></p> <p>c. A moral-rights approach by his boss.</p> <p>d. Sociocultural trends.</p> <p><b>(Apply)</b></p>	2	25	5	0	78.13%	21.88%
<p>6. Fairness in hiring practices is an example of an organization's</p> <p>a. Cost-benefit analysis.</p> <p>b. Morality</p> <p>c. Competitive advantage</p> <p>d. <b>Values (Understand)</b></p>	1	9	21	0	0.00%	96.88%
<p>7. Aaron is a manager at a local live music venue. He is developing a new online system for advance ticket sales. Some of the shows have been so popular that tickets sell out quickly and regular patrons have complained that with a slow Internet connection they have no chance to purchase. In an effort to be fair to all prospective customers, Aaron is using what approach to ethical behavior?</p> <p>a. Utilitarian</p> <p>b. Individual</p> <p>c. <b>Justice</b></p> <p>d. Moral Rights</p> <p><b>(Apply)</b></p>	12	1	17	2	53.13%	46.88%
<p>8. Eliza is a new manager, and she frequently feels it necessary to threaten her employees with a variety of punishments in order to get them to follow the rules. The level of personal moral development at which Eliza is operating is the _____ level according to Kohlberg.</p> <p>a. Conventional</p> <p>b. Unconventional</p> <p>c. <b>Preconventional (Apply)</b></p> <p>d. Postconventional</p>	4	19	8	1	25.00%	75.00%

9. Jessica is an employee in a manufacturing plant who works the graveyard shift, midnight to 8 a.m. One night, she saw one of her managers dumping some chemicals down a storm drain in the parking lot. When she confronted him, he said this was standard procedure for some waste materials to avoid other costly disposal measures. When Jessica wrote a letter about it to the local newspaper she was a(n) a. Victim's advocate.

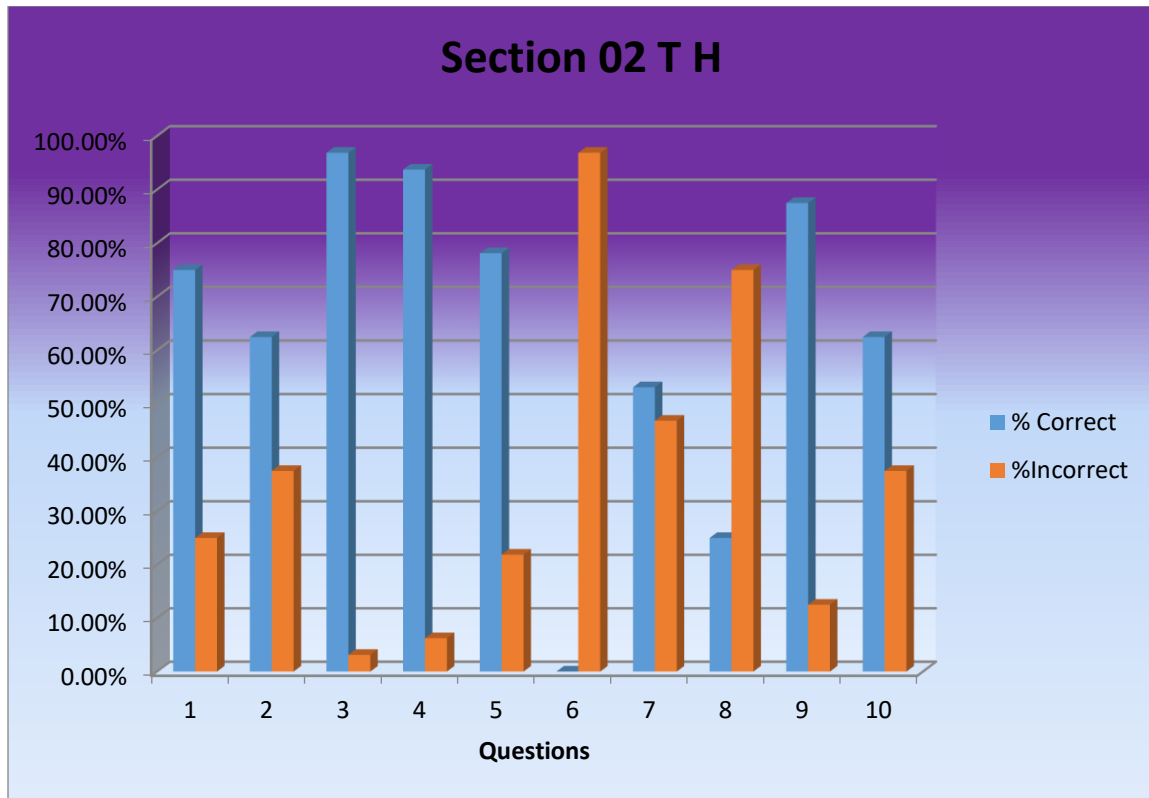
- b. Activist.
- c. Disloyal employee.
- d. **Whistle-blower. (Apply)**

1 3 0 28 87.50% 12.50%

10. Only about a fifth of American managers reach which level of personal moral development? a. Internalized.

- b. **Postconventional (Understand)**
- c. Expectational
- d. Enlightened.

1 20 4 7 62.50% 37.50%



## Appendix C

### Spring 2014 PHIL 103-01 and 02: Ethics Assessment Data

Dr. Brett Gaul

#### Course Goals and Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports SMSU Liberal Education Program Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

#### Ethics in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue. Students must orally (1) explain the story, (2) identify the ethical issue illustrated by the story, and (3) explain why it is an ethical issue. Students must then (4) hand in the hard copy of their news item. Parts (2) and (3) must also be written on your news item when you hand it in. All students must discuss and hand in find their first news item by Friday, February 21, and their second news item by Friday, April 25.

Grade	9:30 Try #1	9:30 Try #2	10:30 Try #1	10:30 Try #2
100%	69%	81%	79%	88%
1-99%	4%	23%	8%	0%
0%	27%	16%	13%	12%

## Direct Data Analysis

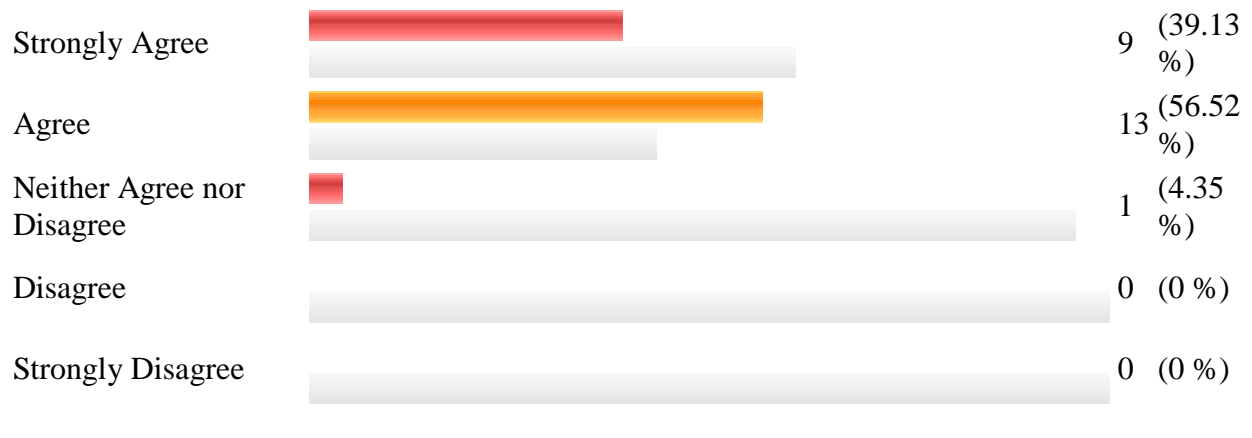
On average, students in both sections did better on their second try on this assignment than they did on their first try. The number of students getting 100% on this assignment increased in both sections by 12 percentage points and 9 percentage points, respectively. This seems to be an effective assignment. I've used it in my Ethical Issues in Business class, and I will continue to use it there as well as here. It shows students that ethics is important, applicable to their lives, and all around us.

## Indirect Assessment Data from the End of Course Evaluation

### 9:30 Section

#### Question 4

As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



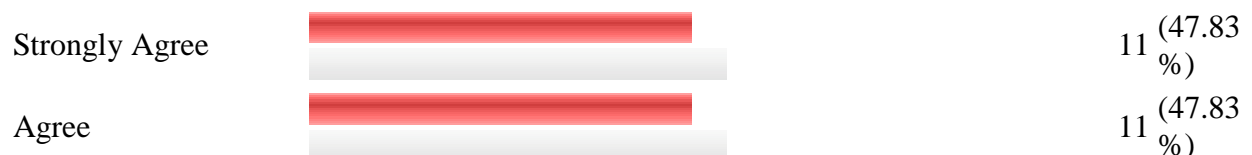
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23

Number of Responses:

#### Question 5

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.





Neither Agree nor Disagree		1 (4.35 %)
Disagree		0 (0 %)
Strongly Disagree		0 (0 %)

---

Number of Responses: 23

**Question 6**

As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.

Strongly Agree		11 (47.83 %)
Agree		8 (34.78 %)
Neither Agree nor Disagree		4 (17.39 %)
Disagree		0 (0 %)
Strongly Disagree		0 (0 %)

---

Number of Responses: 23

**Question 7**

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

Strongly Agree		11 (47.83 %)
Agree		11 (47.83 %)
Neither Agree nor Disagree		1 (4.35 %)
Disagree		0 (0 %)

Strongly Disagree  0 (0%)

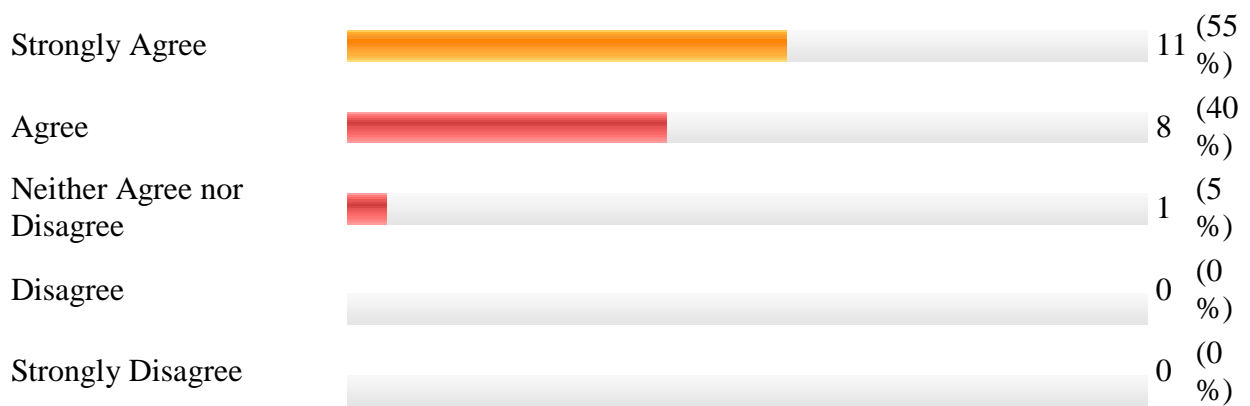
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Number of Responses: 23

### 10:30 Section

#### Question 4

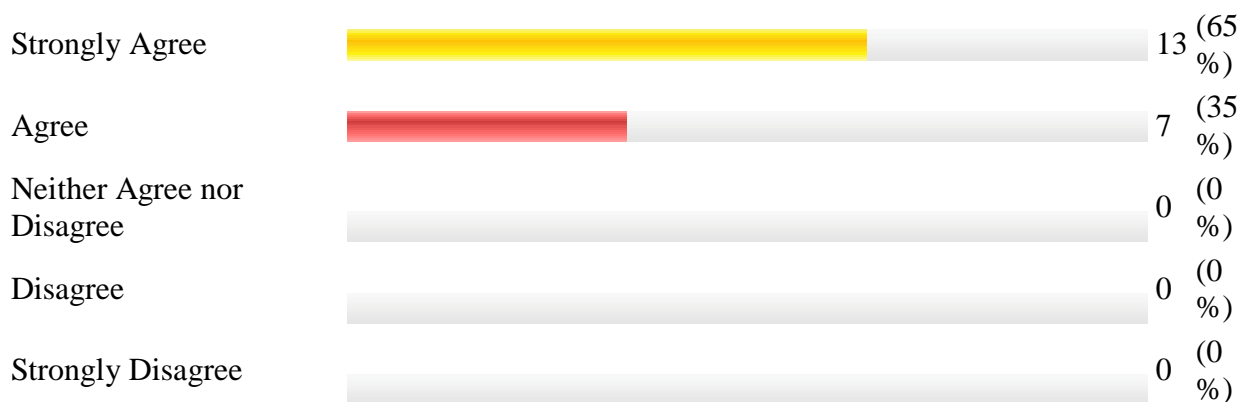
As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



Number of Responses: 20

#### Question 5

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

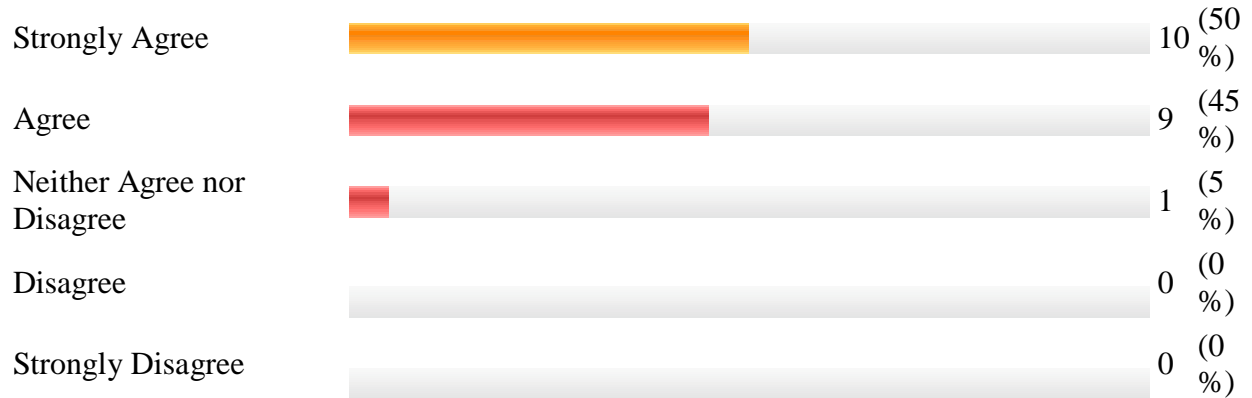


Number of Responses:

20

### Question 6

As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.

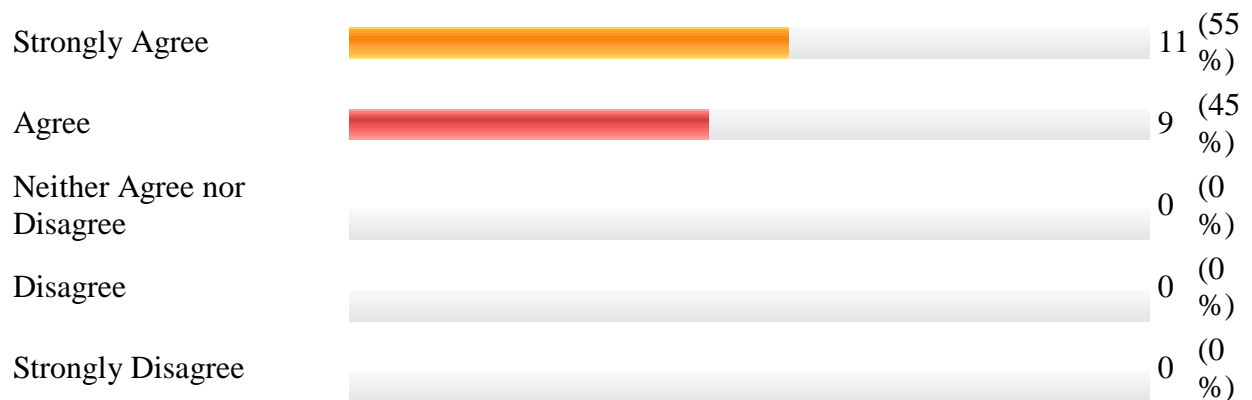


Number of Responses:

20

### Question 7

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



Number of Responses:

20

### **Indirect Data Analysis**

Indirect assessment data indicate students moral reasoning abilities improved.

In the 9:30 section, 96% of students strongly agreed or agreed with the Question 4 statement that “As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.” 4% neither agreed nor disagreed.

In the 10:30 section, 95% of students strongly agreed or agreed with the Question 4 statement that “As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.” 5% neither agreed nor disagreed.

In the 9:30 section 96% of students strongly agreed or agreed with the Question 5 statement that “As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.” 4% neither agreed nor disagreed.

In the 10:30 section 100% of students strongly agreed or agreed with the Question 5 statement that “As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.”

In the 9:30 section, 83% of students strongly agreed or agreed with the Question 6 statement that “As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.” 17% neither agreed nor disagreed.

In the 10:30 section, 95% of students strongly agreed or agreed with the Question 6 statement that “As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.” 5% neither agreed nor disagreed.

In the 9:30 section, 96% of students strongly agreed or agreed with the Question 7 statement that “As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.” 4% neither agreed nor disagreed.

In the 10:30 section, 100% of students strongly agreed or agreed with the Question 7 statement that “As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.”

## Appendix D

### Fall 2015 PHIL 105-01: Ethical Issues in Business Assessment Data from SMSU Philosophy Program Ethics Assessment Questions

Dr. Brett Gaul

FIRST DAY OF CLASS	LAST DAY OF CLASS
<p>1. Have you studied ethics before this course?</p> <p>Yes: 5</p> <p>No: 8</p> <p>Not Sure: 4</p>	<p>1. Have you studied ethics before this course?</p> <p>Yes: 3</p> <p>No: 14</p> <p>Not Sure: 3</p>
<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 11</p> <p>1: 2</p> <p>2: 3</p>	<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 7</p> <p>1: 3</p> <p>2: 10</p>
<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>a. Feeling: 11</p> <p>b. Parents: 11</p> <p>c. Friends: 5</p> <p>d. Religion: 10</p> <p>e. Rational thought: 16</p> <p>f. Social norms: 8</p> <p>g. Other: 0</p>	<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>a. Feeling: 14</p> <p>b. Parents: 11</p> <p>c. Friends: 6</p> <p>d. Religion: 13</p> <p>e. Rational thought: 5</p> <p>f. Social norms: 11</p> <p>g. Other: 3</p>
<p>4. Now write the one most important resource for your moral decision making.</p> <p>a. Feeling: 2</p> <p>b. Parents: 3</p> <p>c. Friends: 0</p> <p>d. Religion: 3</p> <p>e. Rational thought: 3</p> <p>f. Social norms: 0</p> <p>g. Other: 5</p>	<p>4. Now write the one most important resource for your moral decision making.</p> <p>a. Feeling: 6</p> <p>b. Parents: 1</p> <p>c. Friends: 0</p> <p>d. Religion: 4</p> <p>e. Rational thought: 6</p> <p>f. Social norms: 0</p> <p>g. Other: 3</p>

## Appendix E

### Fall 2015 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

#### Business Ethics in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. This news item will be handed in. Students must also hand in typed answers to the following three assignment prompts: (1) In your own words, briefly explain the story. (2) What is the ethical issue in business illustrated by the story? (e.g., discrimination, lying, product safety, etc.) (3) Why is it an ethical issue? (explain how people are being harmed or helped).

Students will sign up for two different dates to do this assignment. If you forget your items the day you're up, you will receive a zero.

In this course students also demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

- (a) producing the greatest good for the greatest number
- (b) following categorical imperatives
- (c) what kind of person one should be**
- (d) all of the above
- (e) none of the above

Students who answered correctly: 16 (80%)

Students who answered incorrectly: 4 (20%)

3. Ethical relativism is the idea that ethical judgments are relative to the person or culture that makes them. There is no objective right or wrong.\* New language

**(a) True** Students who answered correctly: 18 (90%)

**(b) False** Students who answered incorrectly: 2 (10%)

4. Kant thinks that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.\* New language

**(a) True** Students who answered correctly: 16 (20%)

**(b) False** Students who answered incorrectly: 14 (80%)

5. Utilitarianism is a consequentialist moral theory focusing on maximizing happiness.\* New language

**(a) True** Students who answered correctly: 19 (95%)

**(b) False** Students who answered incorrectly: 1 (1%)

As a result of discussions with other Philosophy Program faculty regarding assessment, SMSU Philosophy faculty have decided to include an essay about the moral theories of Aristotle, Kant, and Mill in our various ethics classes. This question will replace the question about Corporate Social Responsibility on this assessment document. Here's the question I asked:

21. (a) Explain what each of the following three theories says about moral/ethical rightness: Mill's Utilitarianism, Kant's Ethics (the two forms of the categorical imperative), and Aristotle's Virtue Ethics.

(b) How does each theory differ from the other two? (20 points)

9 students (45%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

4 students (20%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

5 students (25%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class).

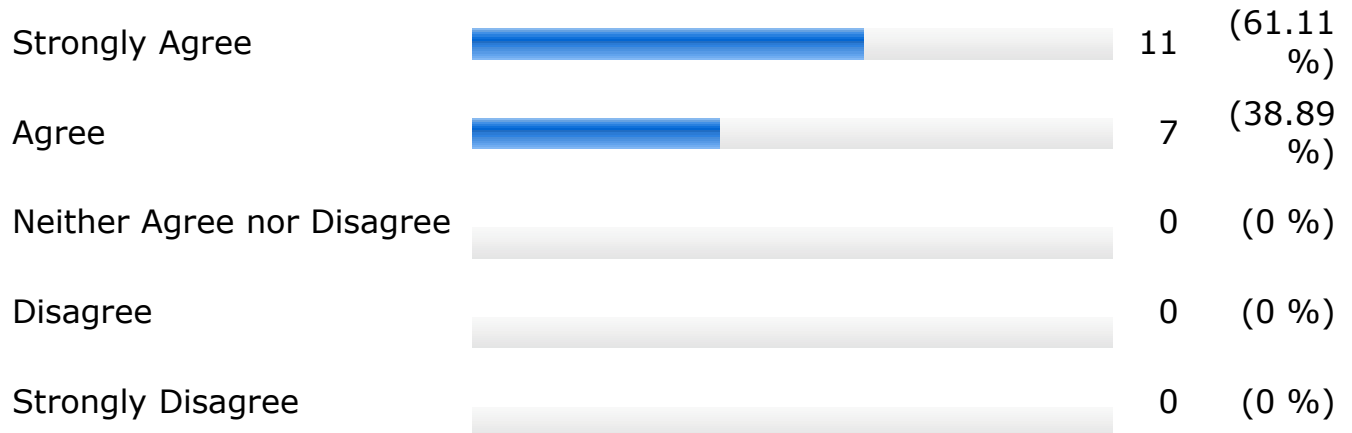
0 students (0%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

2 students (10%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



**Question 5**

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

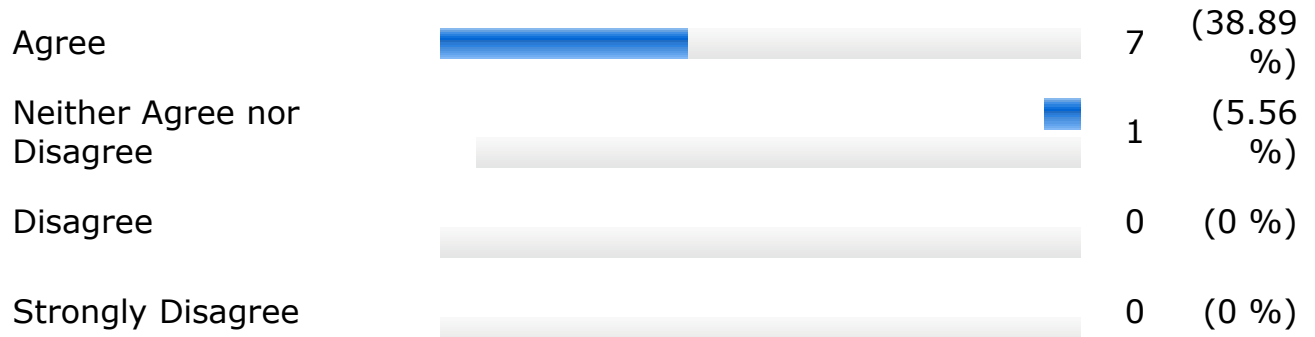


**Question 6**

As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.

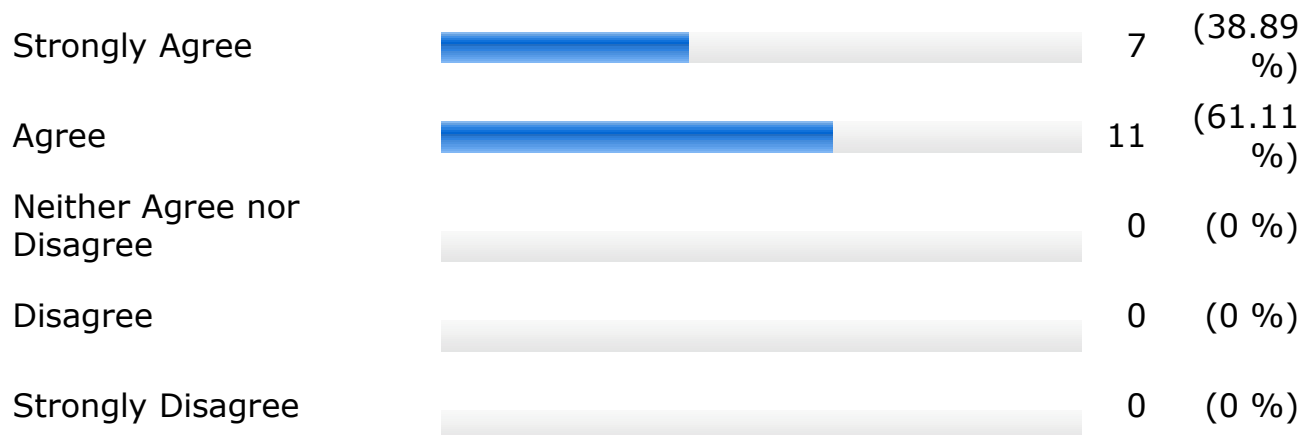






### Question 7

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



### Data Analysis

Students are doing a good job explaining why certain business issues in the news are ethical ones. However, because students often waited until the last few days before the two due dates to do this assignment, I started having them sign up for it. This way most of the stories are not clustered on just a few days. Now I can pretty much count on at least one student bringing a news item to class each day.

Regarding the new essay question about three of the same topics asked about in the multiple choice questions—Aristotle’s Virtue Ethics, Kant’s Ethics (the two forms of the categorical imperative), and Mill’s Utilitarianism—only 10% of students did a poor job of answering this question. 90% of the students had an average or better understanding of these important ethical theories. In fact 45% of the students had an excellent understanding of these ethical theories.

I changed the language on the questions about ethical relativism and Kant (to make them less confusing) and both questions enjoyed record high correct response rates. So did the question about virtue ethics.

The only question that didn't enjoyed a record high response rate was the question about utilitarianism, but 95% of the students answered the question correctly.

Question	Term	Percentage Correct
2	Spring 2012	59
2	Spring 2013	73
2	Fall 2013	59
2	Spring 2014	77
2	Fall 2014	68
<b>2</b>	<b>Fall 2015</b>	<b>80</b>
3	Spring 2012	62
3	Spring 2013	73
3	Fall 2013	62
3	Spring 2014	67
3	Fall 2014	46
<b>3</b>	<b>Fall 2015</b>	<b>90</b>
4	Spring 2012	71
4	Spring 2013	77
4	Fall 2013	59
4	Spring 2014	47
4	Fall 2014	61
<b>4</b>	<b>Fall 2015</b>	<b>80</b>
5	Spring 2012	88
5	Spring 2013	90
5	Fall 2013	83

5	Spring 2014	93
5	Fall 2014	96
<b>5</b>	<b>Fall 2015</b>	<b>95</b>

Once again, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. On only one question did one student indicate “Neither Agree nor Disagree” instead of “Agree” or “Strongly Agree.”

## Appendix F

### Fall 2014 PHIL 105-01: Ethical Issues in Business Assessment Data from SMSU Philosophy Program Ethics Assessment Questions

Dr. Brett Gaul

FIRST DAY OF CLASS	LAST DAY OF CLASS
<p>1. Have you studied ethics before this course?</p> <p>Yes: 4</p> <p>No: 19</p> <p>Not Sure: 2</p>	<p>1. Have you studied ethics before this course?</p> <p>Yes: 4</p> <p>No: 21</p> <p>Not Sure: 1</p>
<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 21</p> <p>1: 3</p> <p>2: 1</p>	<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 5</p> <p>1: 4</p> <p>2: 11</p>
<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>h. Feeling: 20</p> <p>i. Parents: 12</p> <p>j. Friends: 13</p> <p>k. Religion: 14</p> <p>l. Rational thought: 27</p> <p>m. Social norms: 10</p> <p>n. Other: 0</p>	<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>h. Feeling: 23</p> <p>i. Parents: 19</p> <p>j. Friends: 13</p> <p>k. Religion: 13</p> <p>l. Rational thought: 14</p> <p>m. Social norms: 15</p> <p>n. Other: 1</p>
<p>4. Now write the one most important resource for your moral decision making.</p> <p>h. Feeling: 2</p> <p>i. Parents: 9</p> <p>j. Friends: 0</p> <p>k. Religion: 4</p> <p>l. Rational thought: 4</p> <p>m. Social norms: 1</p> <p>n. Other: 5</p>	<p>4. Now write the one most important resource for your moral decision making.</p> <p>h. Feeling: 5</p> <p>i. Parents: 5</p> <p>j. Friends: 0</p> <p>k. Religion: 3</p> <p>l. Rational thought: 6</p> <p>m. Social norms: 2</p> <p>n. Other: 5</p>

## Appendix G

### Fall 2014 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

##### Business Ethics in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, (2) identify the ethical issue in business illustrated by the story, and (3) explain why it is an ethical issue. Students must then (4) hand in the hard copy of their news item. Parts (2) and (3) must also be written on your news item when you hand it in. All students must discuss and hand in find their first news item by Friday, October 10, and their second news item by Friday, December 5.

In this course students demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

(a) producing the greatest good for the greatest number

(b) following categorical imperatives

**(c) what kind of person one should be**

Students who answered correctly: 19 (68%)

(d) all of the above

Students who answered incorrectly: 9 (32%)

(e) none of the above

3. Ethical relativism is the idea that there are universal moral truths.

- (a) True            Students who answered correctly: 13 (46%)  
**(b) False**        Students who answered incorrectly: 15 (54%)

4. Deontologists like Kant think that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.

- (a) True            Students who answered correctly: 17 (61%)  
**(b) False**        Students who answered incorrectly: 11 (39%)

5. Utilitarianism is a consequentialist moral theory.

- (a) True**            Students who answered correctly: 27 (96%)  
(b) False            Students who answered incorrectly: 1 (4%)

Another question designed to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society, is the following essay question from the midterm exam:

22. (a) Explain **each** of the following models of Corporate Social Responsibility and offer **one defense** and **one criticism** of each model:

- (1) the Economic Model
- (2) the Moral Minimum Model
- (3) the Stakeholder Model

(b) Overall, which of the three models do you think **MOST ACCURATELY** describes the ethical responsibilities of corporations? Why? (Be sure to specifically explain how this model is ethically superior to both of the other two models.)

4 students (14%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

6 students (21%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

11 students (39%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no

significant original argument (i.e., argument that does not go significantly beyond the things said in class).

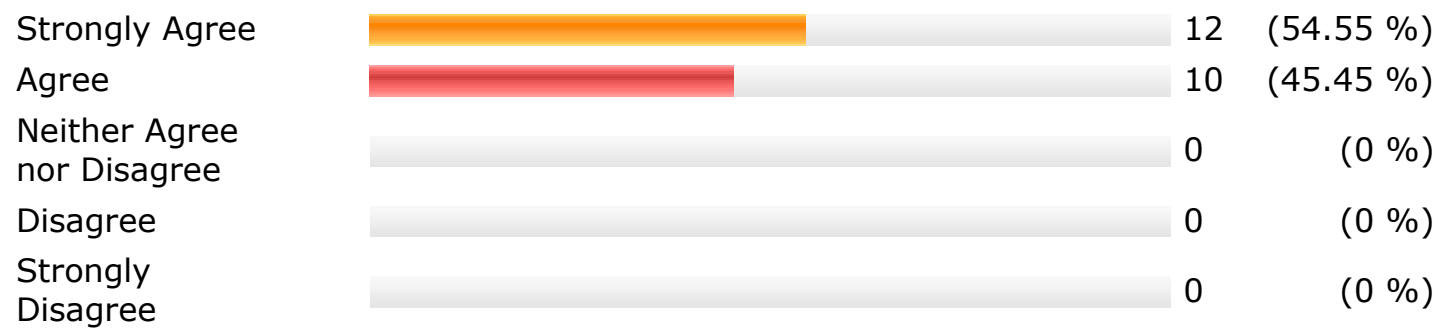
3 students (11%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

4 students (15%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

### Indirect Assessment Data from the End of Course Evaluation

#### Question 4

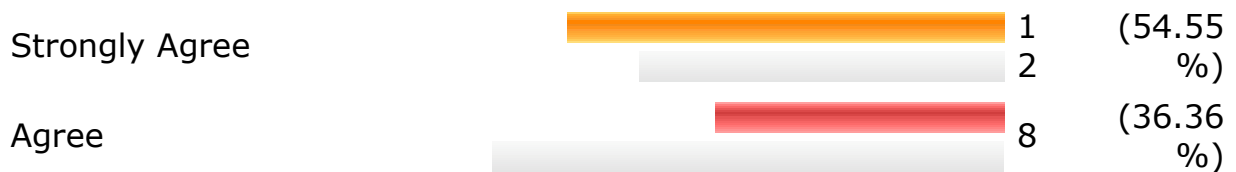
As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



Number of Responses: 22

#### Question 5

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

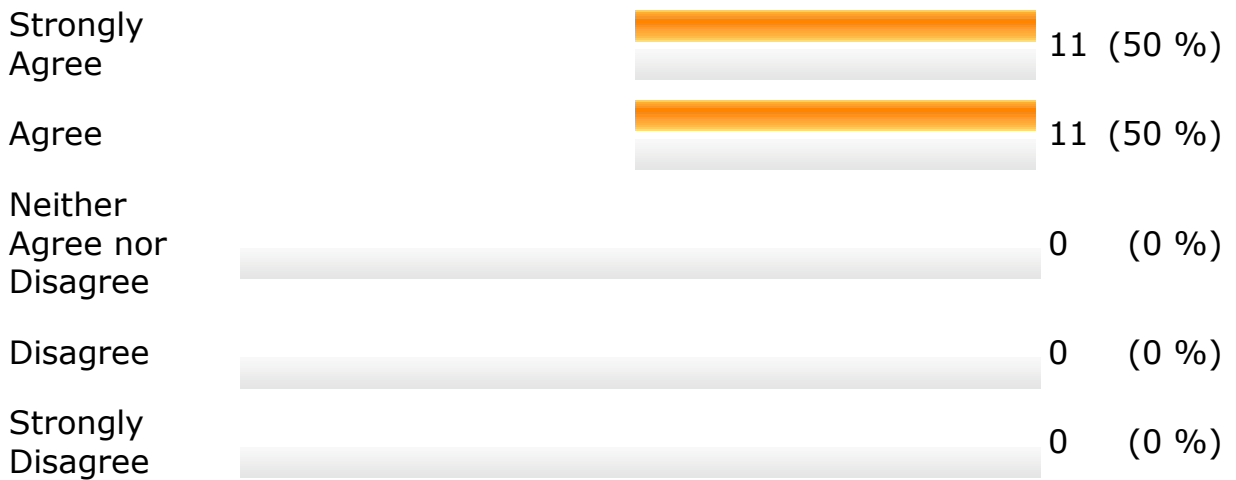




Number of Responses: 22

### Question 6

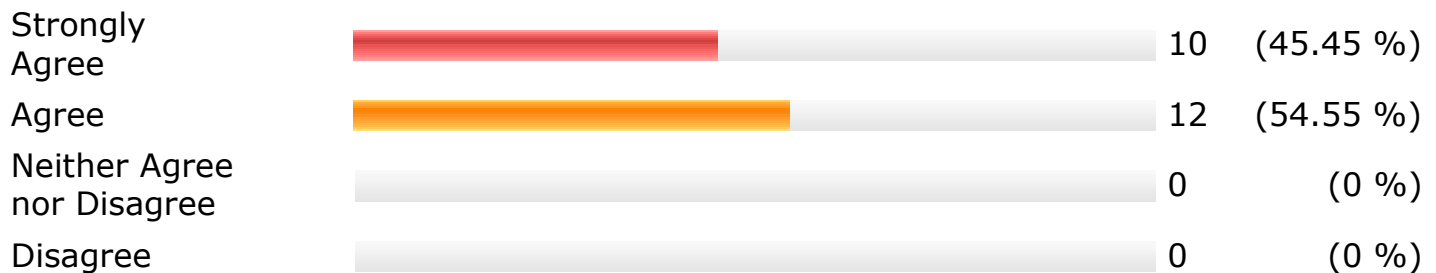
As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.



Number of Responses: 22

### Question 7

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.





Strongly  
Disagree

0

(0 %)

Number of Responses: 22

### Data Analysis

Students continue to have less trouble explaining why certain business issues in the news are ethical ones, so having them write down what the ethical issue is and why it is an ethical issue was a good change to the Ethical Issues in Business in the News assignment. This year students did worse on the questions about virtue ethics and ethical relativism, but better on the questions on Kant and utilitarianism. In fact, 96% of the students got the question about utilitarianism correct. However, only 46% of the students got the question about ethical relativism correct. That's a record low. I think the wording of the question might be a bit confusing. Given this, I am going to change the wording a bit next time. Students did better on the question about theories of corporate social responsibility than they did last time, though. Last year 37% of students demonstrated a poor understanding of the models of corporate social responsibility. This year only 26% did.

Question	Term	Percentage Correct
2 virtue ethics	Spring 2012	59
2 virtue ethics	Spring 2013	73
2 virtue ethics	Fall 2013	59
2 virtue ethics	Spring 2014	77
<b>2 virtue ethics</b>	<b>Fall 2014</b>	<b>68</b>
3 ethical relativism	Spring 2012	62
3 ethical relativism	Spring 2013	73
3 ethical relativism	Fall 2013	62
3 ethical relativism	Spring 2014	67
<b>3 ethical relativism</b>	<b>Fall 2014</b>	<b>46</b>
4 Kant	Spring 2012	71

4 Kant	Spring 2013	77
4 Kant	Fall 2013	59
4 Kant	Spring 2014	47
<b>4 Kant</b>	<b>Fall 2014</b>	<b>61</b>
5 utilitarianism	Spring 2012	88
5 utilitarianism	Spring 2013	90
5 utilitarianism	Fall 2013	83
5 utilitarianism	Spring 2014	93
<b>5 utilitarianism</b>	<b>Fall 2014</b>	<b>96</b>

Once again, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. On only one questions did two students indicate “Neither Agree nor Disagree” instead of “Agree” or “Strongly Agree.”

## Appendix H

### Spring 2014 PHIL 105-01: Ethical Issues in Business Assessment Data from SMSU Philosophy Program Ethics Assessment Questions

Dr. Brett Gaul

FIRST DAY OF CLASS	LAST DAY OF CLASS
<p>1. Have you studied ethics before this course?</p> <p>Yes: 8</p> <p>No: 17</p> <p>Not Sure: 1</p>	<p>1. Have you studied ethics before this course?</p> <p>Yes: 8</p> <p>No: 21</p> <p>Not Sure: 1</p>
<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 24</p> <p>1: 2</p> <p>2: 0</p>	<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 14</p> <p>1: 8</p> <p>2: 7</p>
<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>o. Feeling: 22</p> <p>p. Parents: 18</p> <p>q. Friends: 12</p> <p>r. Religion: 15</p> <p>s. Rational thought: 23</p> <p>t. Social norms: 11</p> <p>u. Other: 2</p>	<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>o. Feeling: 25</p> <p>p. Parents: 20</p> <p>q. Friends: 14</p> <p>r. Religion: 19</p> <p>s. Rational thought: 27</p> <p>t. Social norms: 10</p> <p>u. Other: 0</p>
<p>4. Now write the one most important resource for your moral decision making.</p> <p>o. Feeling: 6.5</p> <p>p. Parents: 5.5</p> <p>q. Friends: 0</p> <p>r. Religion: 2.5</p> <p>s. Rational thought: 9.5</p> <p>t. Social norms: 0</p> <p>u. Other: 11</p>	<p>4. Now write the one most important resource for your moral decision making.</p> <p>o. Feeling: 5</p> <p>p. Parents: 5</p> <p>q. Friends: 1</p> <p>r. Religion: 2</p> <p>s. Rational thought: 13</p> <p>t. Social norms: 0</p> <p>u. Other: 3</p>

## Appendix I

### Spring 2014 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

##### Ethical Issues in Business in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, (2) identify the ethical issue in business illustrated by the story, and (3) explain why it is an ethical issue. Students must then (4) hand in the hard copy of their news item. Parts (2) and (3) must also be written on your news item when you hand it in. All students must discuss and hand in find their first news item by Friday, February 21, and their second news item by Friday, April 25.

In this course students demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

- (a) producing the greatest good for the greatest number
- (b) following categorical imperatives
- (c) what kind of person one should be**                      Students who answered correctly: 23 (77%)
- (d) all of the above    Students who answered incorrectly: 7 (23%)
- (e) none of the above

3. Ethical relativism is the idea that there are universal moral truths.

- (a) True                      Students who answered correctly: 20 (67%)

**(b) False**          Students who answered incorrectly: 10 (33%)

4. Deontologists like Kant think that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.

**(a) True**            Students who answered correctly: 14 (47%)

**(b) False**          Students who answered incorrectly: 16 (53%)

5. Utilitarianism is a consequentialist moral theory.

**(a) True**            Students who answered correctly: 28 (93%)

**(b) False**          Students who answered incorrectly: 2 (7%)

Another question designed to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society, is the following essay question from the midterm exam:

22. (a) Explain **each** of the following models of Corporate Social Responsibility and offer **one defense** and **one criticism** of each model:

(1) the Economic Model

(2) the Moral Minimum Model

(3) the Stakeholder Model

(b) Overall, which of the three models do you think **MOST ACCURATELY** describes the ethical responsibilities of corporations? Why? (Be sure to specifically explain how this model is ethically superior to both of the other two models.)

4 students (13%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

5 students (17%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

10 students (33%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class).

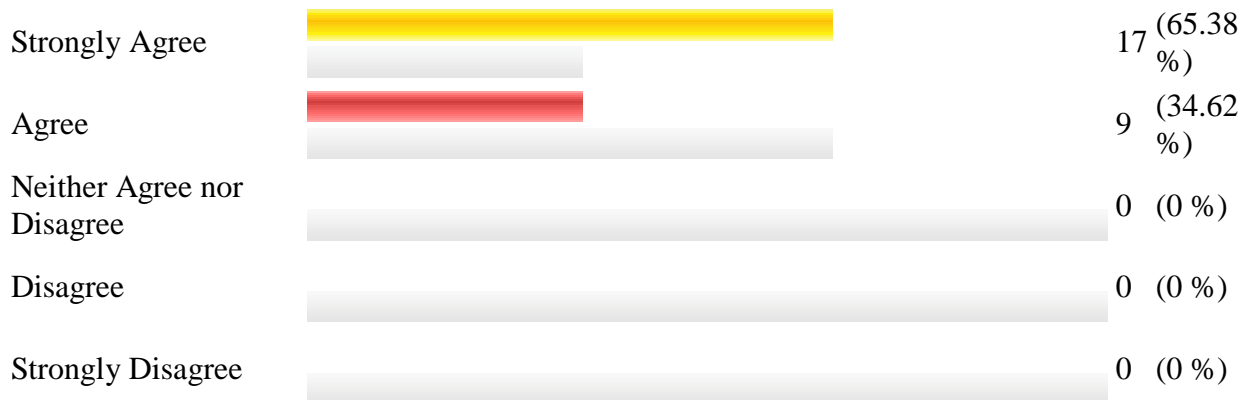
6 students (20%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

5 students (17%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.

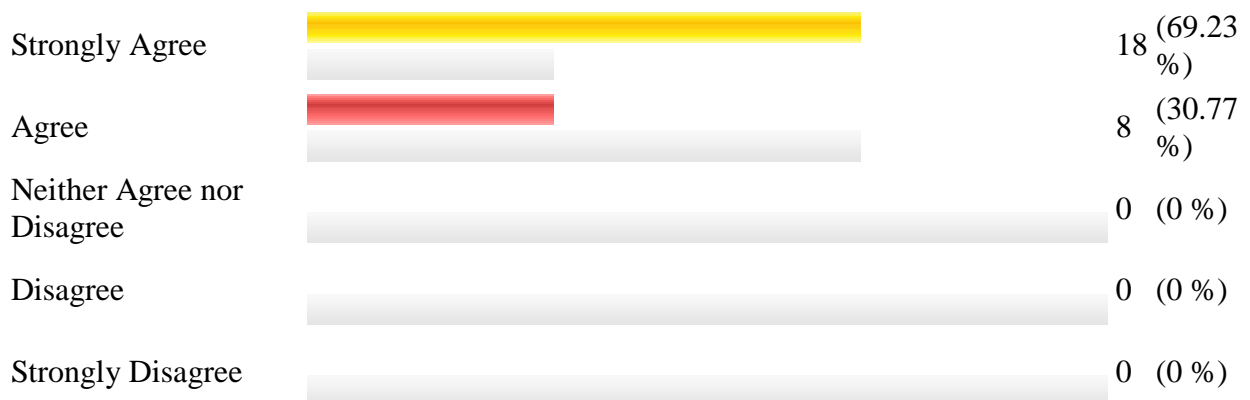



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Number of Responses: 26

**Question 5**

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

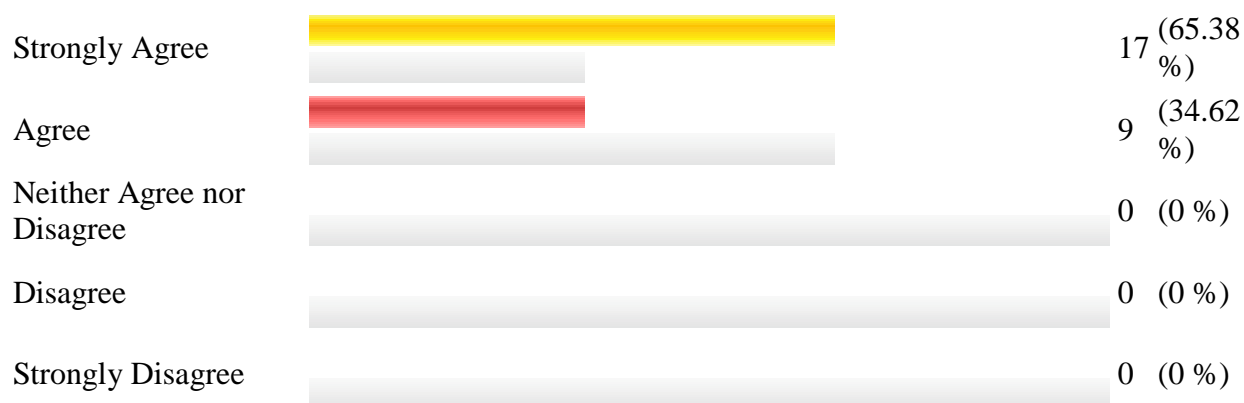


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Number of Responses: 26

**Question 6**

As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.

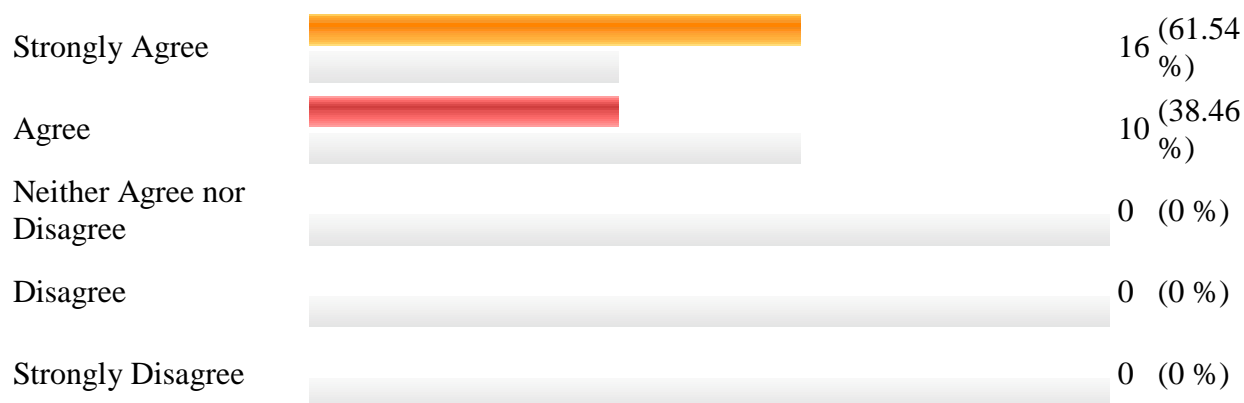


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Number of Responses: 26

**Question 7**

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



## Data Analysis

This semester, as a result of reflection on previous versions of my Ethical Issues in Business in the News assignment, I added that students must write parts (2) [what is the ethical issue] and (3) [why is it an ethical issue] on their news item when they hand it in. In the past, students sometimes struggled to explain why certain business issues in the news are ethical ones. My hope was that by having students write down the answers to these questions, they would have to think about the questions more carefully—and thus give better answers—than they did in previous semesters when they only had to answer the questions orally and did not have to write the answers down. I found that I did get better responses this way, so I will keep this feature of the assignment.

This semester students did better on the questions about virtue ethics, ethical relativism, and utilitarianism than they did last semester, but they did worse on the question about Kant. Once again, I emphasized these issues as much as I always do. I'm beginning to wonder whether the wording of the Kant question needs to be changed. Regarding the question about theories of corporate social responsibility, last semester 34% of students demonstrated a poor understanding of the models of corporate social responsibility. This year 37% did. I again emphasized these issues as much as I always do, so the low scores might simply reflect class study habits.

Question	Term	Percentage Correct
2 virtue ethics	Spring 2012	59
2 virtue ethics	Spring 2013	73
2 virtue ethics	Fall 2013	59
2 virtue ethics	Spring 2014	77
3 ethical relativism	Spring 2012	62
3 ethical relativism	Spring 2013	73
3 ethical relativism	Fall 2013	62
3 ethical relativism	Spring 2014	67
4 Kant	Spring 2012	71
4 Kant	Spring 2013	77
4 Kant	Fall 2013	59



4 Kant	Spring 2014	47
5 utilitarianism	Spring 2012	88
5 utilitarianism	Spring 2013	90
5 utilitarianism	Fall 2013	83
5 utilitarianism	Spring 2014	93

Once again, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. Students indicated “Strongly Agree” or “Agree” for all of the questions.

## Appendix J

### Fall 2013 PHIL 105-01: Ethical Issues in Business Assessment Data from SMSU Philosophy Program Ethics Assessment Questions

Dr. Brett Gaul

FIRST DAY OF CLASS	LAST DAY OF CLASS
<p>1. Have you studied ethics before this course?</p> <p>Yes: 9</p> <p>No: 18</p> <p>Not Sure: 1</p>	<p>1. Have you studied ethics before this course?</p> <p>Yes: 11</p> <p>No: 16</p> <p>Not Sure: 1</p>
<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 19</p> <p>1: 7</p> <p>2: 3</p>	<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 5</p> <p>1: 5</p> <p>2: 18</p>
<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>v. Feeling: 20</p> <p>w. Parents: 23</p> <p>x. Friends: 15</p> <p>y. Religion: 17</p> <p>z. Rational thought: 20</p> <p>aa. Social norms: 12</p> <p>bb. Other: 3</p>	<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>v. Feeling: 23</p> <p>w. Parents: 21</p> <p>x. Friends: 9</p> <p>y. Religion: 16</p> <p>z. Rational thought: 24</p> <p>aa. Social norms: 11</p> <p>bb. Other: 1</p>
<p>4. Now write the one most important resource for your moral decision making.</p> <p>v. Feeling: 12</p> <p>w. Parents: 6</p> <p>x. Friends: 1</p> <p>y. Religion: 2</p> <p>z. Rational thought: 7</p> <p>aa. Social norms: 1</p> <p>bb. Other: 5</p>	<p>4. Now write the one most important resource for your moral decision making.</p> <p>v. Feeling: 7</p> <p>w. Parents: 3</p> <p>x. Friends: 1</p> <p>y. Religion: 2</p> <p>z. Rational thought: 7</p> <p>aa. Social norms: 1</p> <p>bb. Other: 8</p>

## Appendix K

### Fall 2013 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

##### Ethical Issues in Business in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, and (2) explain the ethical issue in business illustrated by the story. Students must then (3) hand in the hard copy of their news item.

In this course students demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

- (a) producing the greatest good for the greatest number
- (b) following categorical imperatives
- (c) what kind of person one should be**                      Students who answered correctly: 17 (59%)
- (d) all of the above    Students who answered incorrectly: 12 (41%)
- (e) none of the above

3. Ethical relativism is the idea that there are universal moral truths.

- (a) True                      Students who answered correctly: 18 (62%)
- (b) False**                      Students who answered incorrectly: 11 (38%)

4. Deontologists like Kant think that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.

(a) True            Students who answered correctly: 17 (59%)

(b) False          Students who answered incorrectly: 12 (41%)

5. Utilitarianism is a consequentialist moral theory.

(a) True            Students who answered correctly: 24 (83%)

(b) False          Students who answered incorrectly: 5 (17%)

Another question designed to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society, is the following essay question from the midterm exam:

22. (a) Explain **each** of the following models of Corporate Social Responsibility and offer **one defense** and **one criticism** of each model:

(1) the Economic Model

(2) the Moral Minimum Model

(3) the Stakeholder Model

(b) Overall, which of the three models do you think **MOST ACCURATELY** describes the ethical responsibilities of corporations? Why? (Be sure to specifically explain how this model is ethically superior to both of the other two models.)

5 students (17%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

10 students (35%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

4 students (14%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class).

5 students (17%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

5 students (17%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

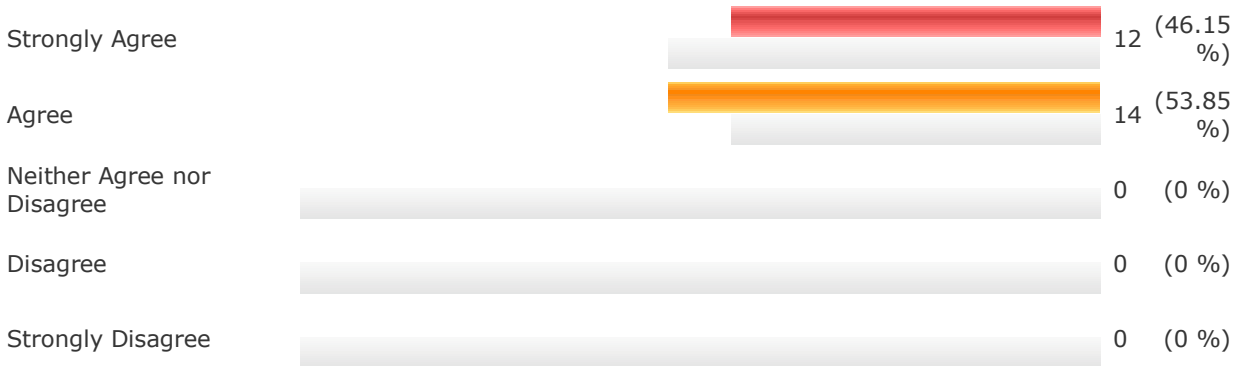
### Indirect Assessment Data from the End of Course Evaluation

Number of Responses: 26

II. Evaluation of the Course

#### Question 4

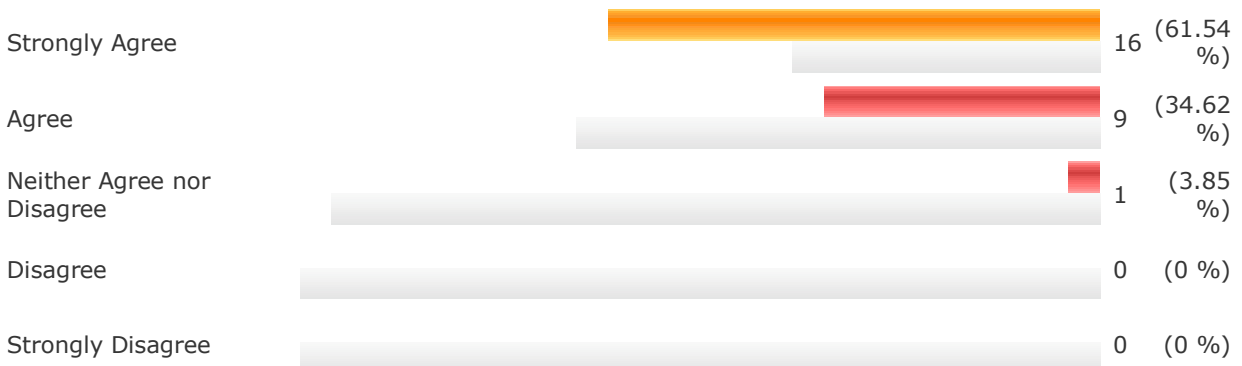
As a result of taking this course, I am able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



Number of Responses: 26

#### Question 5

As a result of taking this course, I am able to demonstrate understanding of and respect for a variety of ethical viewpoints.

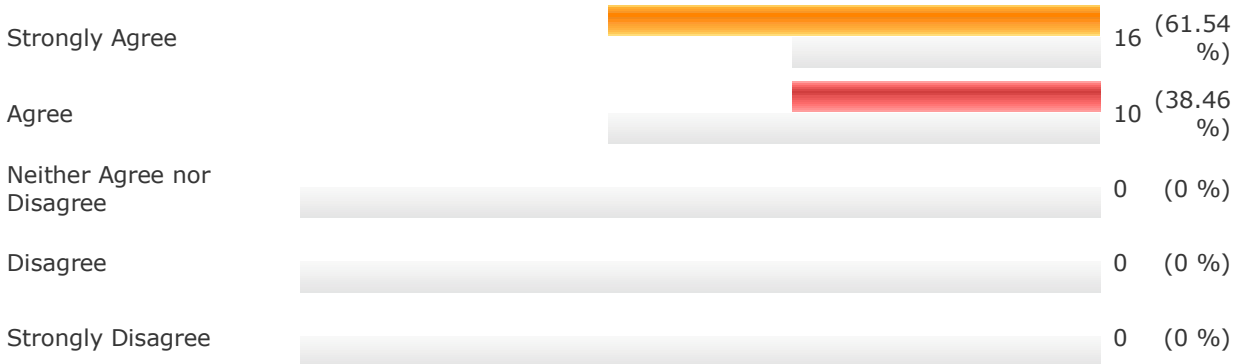


26

Number of Responses:

**Question 6**

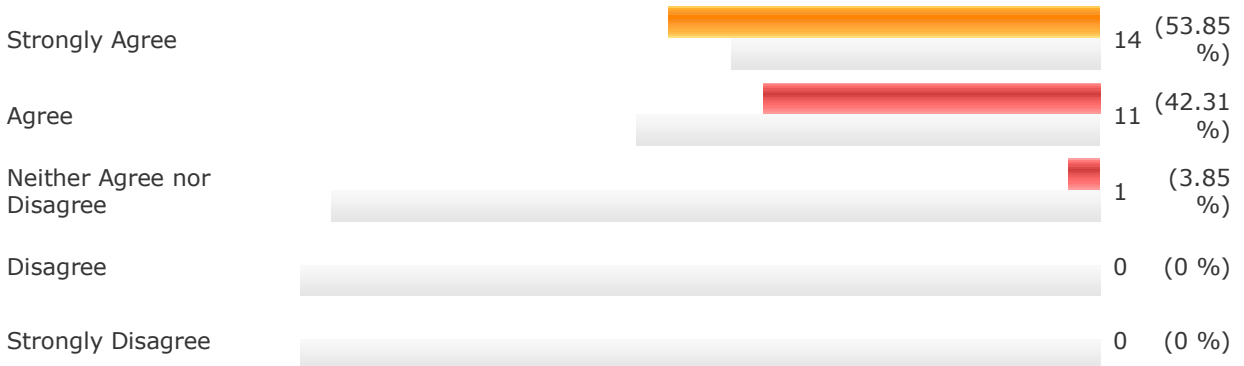
As a result of taking this course, I am able to recognize and critically reflect on my own moral values and their determinants.



Number of Responses: 26

**Question 7**

As a result of taking this course, I am able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



### Data Analysis

Students had less trouble explaining why certain business issues in the news are ethical ones than they did last year, but I still think my “Ethical Issues in Business in the News” assignment” can be improved. The next time I teach it in Spring 2014 I will have students specifically write what the issue is and why it is an ethical issue on the news item that they hand in. In the past I have just had students orally answer these questions. I hope having them answer these questions in writing will improve their responses.

This semester students did worse on the questions about virtue ethics, ethical relativism, Kant, and utilitarianism than they did last semester. I emphasized these issues as much as I always do, so the low scores might simply reflect class study habits. Regarding the question about theories of corporate social responsibility, last semester only 10% of students demonstrated a poor understanding of the models of corporate social responsibility. This year 34% did. Again, I emphasized these issues as much as I always do, so the low scores might simply reflect class study habits.

Question	Term	Percentage Correct
2	Spring 2012	59
2	Spring 2013	73
2	Fall 2013	59
3	Spring 2012	62
3	Spring 2013	73
3	Fall 2013	62
4	Spring 2012	71
4	Spring 2013	77
4	Fall 2013	59
5	Spring 2012	88
5	Spring 2013	90
5	Fall 2013	83

Once again, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. On only two questions did one student indicate “Neither Agree nor Disagree” instead of “Agree” or “Strongly Agree.”



## Appendix L

### Spring 2013 PHIL 105-01: Ethical Issues in Business Assessment Data from SMSU Philosophy Program Ethics Assessment Questions

Dr. Brett Gaul

FIRST DAY OF CLASS	LAST DAY OF CLASS
<p>1. Have you studied ethics before this course?</p> <p>Yes: 6</p> <p>No: 20</p> <p>Not Sure: 3</p>	<p>1. Have you studied ethics before this course?</p> <p>Yes: 11</p> <p>No: 18</p> <p>Not Sure: 0</p>
<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 27</p> <p>1: 1</p> <p>2: 1</p>	<p>2. Name or briefly describe two philosophical moral theories:</p> <p>0: 5</p> <p>1: 0</p> <p>2: 24</p>
<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>cc. Feeling: 26</p> <p>dd. Parents: 17</p> <p>ee. Friends: 12</p> <p>ff. Religion: 13</p> <p>gg. Rational thought: 26</p> <p>hh. Social norms: 15</p> <p>ii. Other: 1</p>	<p>3. When you make moral decisions, what are your main resources or guides? (Circle all that apply)</p> <p>cc. Feeling: 25</p> <p>dd. Parents: 21</p> <p>ee. Friends: 16</p> <p>ff. Religion: 18</p> <p>gg. Rational thought: 28</p> <p>hh. Social norms: 16</p> <p>ii. Other: 5</p>
<p>4. Now write the one most important resource for your moral decision making.</p> <p>cc. Feeling: 9</p> <p>dd. Parents: 0</p> <p>ee. Friends: 0</p> <p>ff. Religion: 2</p> <p>gg. Rational thought: 9</p> <p>hh. Social norms: 1</p> <p>ii. Other: 9</p>	<p>4. Now write the one most important resource for your moral decision making.</p> <p>cc. Feeling: 7</p> <p>dd. Parents: 2</p> <p>ee. Friends: 1</p> <p>ff. Religion: 4</p> <p>gg. Rational thought: 8</p> <p>hh. Social norms: 0</p> <p>ii. Other: 7</p>

## Appendix M

### Spring 2013 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

##### Ethical Issues in Business in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, and (2) explain the ethical issue in business illustrated by the story. Students must then (3) hand in the hard copy of their news item.

In this course students demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

(a) producing the greatest good for the greatest number

(b) following categorical imperatives

**(c) what kind of person one should be**                      Students who answered correctly: 22 (73%)

(d) all of the above    Students who answered incorrectly: 8 (27%)

(e) none of the above

3. Ethical relativism is the idea that there are universal moral truths.

(a) True                      Students who answered correctly: 22 (73%)

**(b) False**                      Students who answered incorrectly: 8 (27%)

4. Deontologists like Kant think that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.

(a) True            Students who answered correctly: 23 (77%)

(b) False          Students who answered incorrectly: 7 (23%)

5. Utilitarianism is a consequentialist moral theory.

(a) True            Students who answered correctly: 27 (90%)

(b) False          Students who answered incorrectly: 3 (10%)

Another question designed to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society, is the following essay question from the midterm exam:

22. (a) Explain **each** of the following models of Corporate Social Responsibility and offer **one defense** and **one criticism** of each model:

(1) the Economic Model

(2) the Moral Minimum Model

(3) the Stakeholder Model

(b) Overall, which of the three models do you think **MOST ACCURATELY** describes the ethical responsibilities of corporations? Why? (Be sure to specifically explain how this model is ethically superior to both of the other two models.)

7 students (23%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

15 students (50%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

5 students (17%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class).

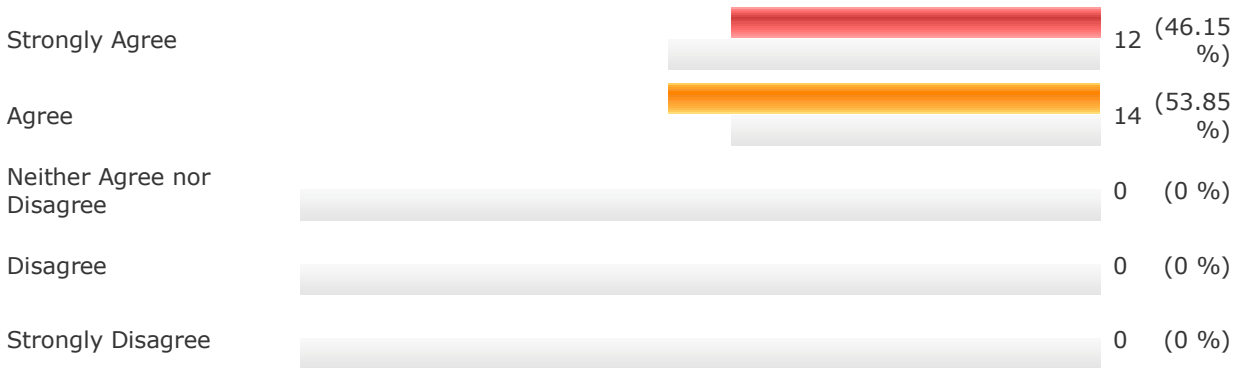
2 students (7%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

1 student (3%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

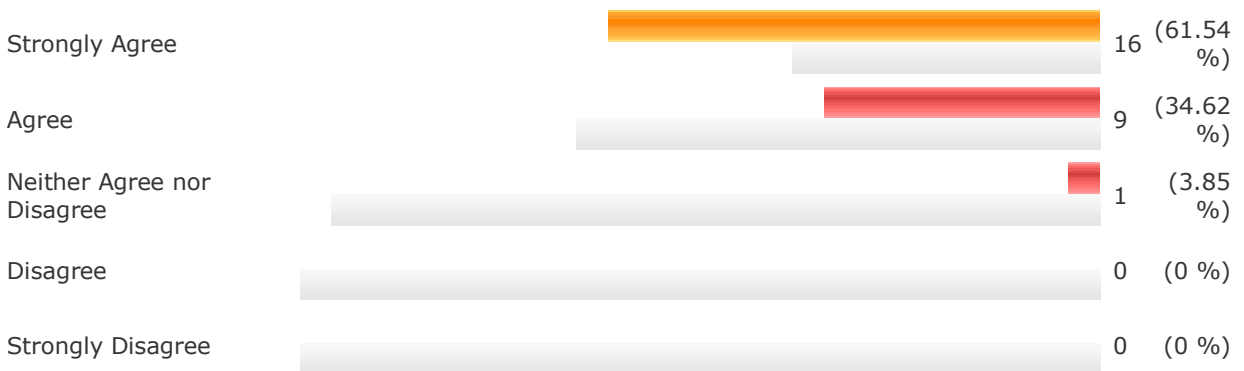
As a result of taking this course, I am able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.



Number of Responses: 26

**Question 5**

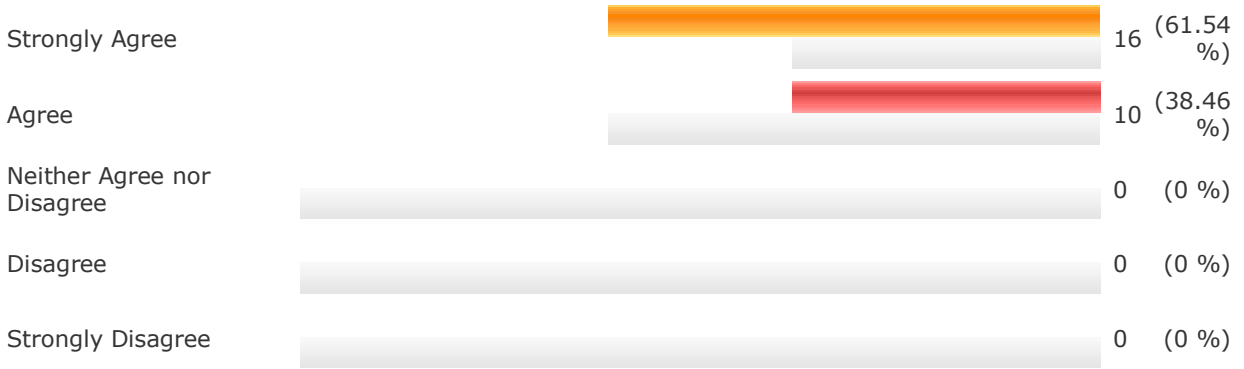
As a result of taking this course, I am able to demonstrate understanding of and respect for a variety of ethical viewpoints.



Number of Responses: 26

### Question 6

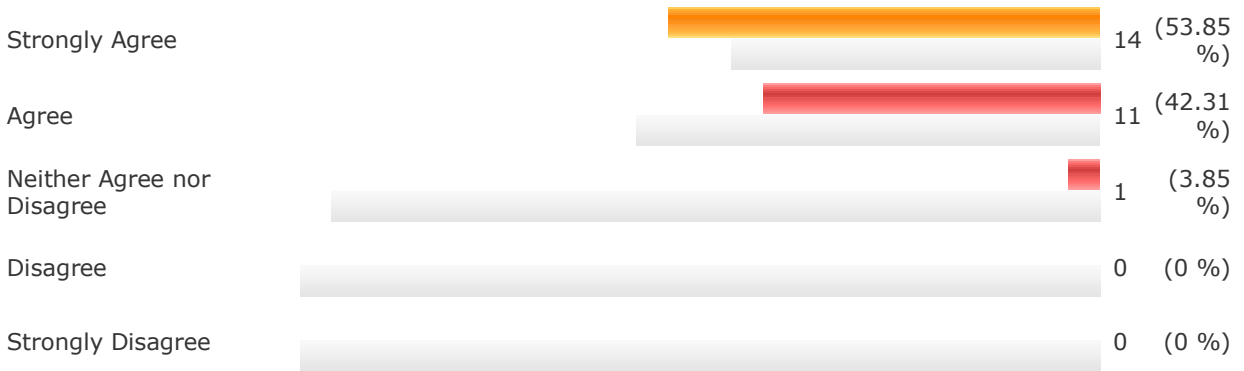
As a result of taking this course, I am able to recognize and critically reflect on my own moral values and their determinants.



Number of Responses: 26

### Question 7

As a result of taking this course, I am able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



Number of Responses: 26

### Data Analysis

Students had less trouble explaining why certain business issues in the news are ethical ones than they did last year. This year students did better on the questions about virtue ethics, ethical relativism, Kant, and utilitarianism, and also did much better on the question about theories of corporate social responsibility. Last year 36% of students demonstrated a poor understanding of the models of corporate social responsibility. This year only 10% did.

Question	Term	Percentage Correct
2	Spring 2012	59
2	Spring 2013	73
3	Spring 2012	62
3	Spring 2013	73
4	Spring 2012	71
4	Spring 2013	77
5	Spring 2012	88
5	Spring 2013	90

Once again, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. On only two questions did one student indicate “Neither Agree nor Disagree” instead of “Agree” or “Strongly Agree.”

## Appendix N

### Spring 2012 PHIL 105-01: Ethical Issues in Business Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 9: Ethical and Civic Responsibility. It also supports LEP Learning Outcome #7: Analyze moral judgments and engage in moral discourse. At the end of this course students should be able to:

- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course students demonstrate understanding of the meaning, application, and justification of a number of core ethical values, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society by doing the following assignment:

##### Ethical Issues in Business in the News

Twice during the semester students are required to bring to class a hard copy of a news item that pertains to an ethical issue in business. Students must orally (1) explain the story, and (2) explain the ethical issue in business illustrated by the story. Students must then (3) hand in the hard copy of their news item.

In this course students demonstrate understanding of and respect for a variety of ethical viewpoints by answering the following questions on the midterm exam. Below is the question and the number of correct and incorrect answers.

2. Virtue ethics focuses on:

(a) producing the greatest good for the greatest number

(b) following categorical imperatives

**(c) what kind of person one should be**                      Students who answered correctly: 20 (59%)

(d) all of the above    Students who answered incorrectly: 14 (41%)

(e) none of the above

3. Ethical relativism is the idea that there are universal moral truths.

(a) True                      Students who answered correctly: 21 (62%)

**(b) False**                      Students who answered incorrectly: 13 (38%)

4. Deontologists like Kant think that wants and interests are equal and that any of an individual's interests can morally be sacrificed for the greater good.

- (a) True            Students who answered correctly: 24 (71%)  
(b) False           Students who answered incorrectly: 10 (29%)

5. Utilitarianism is a consequentialist moral theory.

- (a) True            Students who answered correctly: 30 (88%)  
(b) False           Students who answered incorrectly: 4 (12%)

Another question designed to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society, is the following essay question from the midterm exam:

26. (a) Explain **all** of the following models of Corporate Social Responsibility and offer **one** defense and **one** criticism of each:

- (1) the Economic Model;
- (2) the Moral Minimum Model;
- (3) the Stakeholder Model; and
- (4) the Strategic Model

(b) Overall, which of the four models do you think BEST describes the ethical responsibilities of corporations? Why? Respond to your criticism of this model *and* explain why the model is superior to *each* of the other three models.

9 students (26%) wrote a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way.

4 students (12%) wrote an essay that had some of the merits characteristic of a well-organized and well-written essay in which the models were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way, paper, but not all of all of them.

9 students (26%) wrote an essay in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the models, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class).

5 students (15%) wrote an essay in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.).

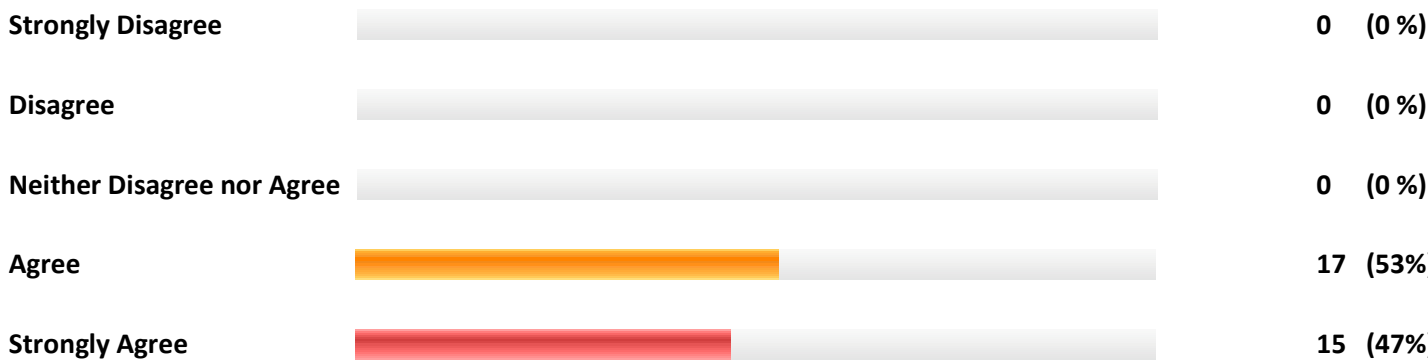


7 students (21%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

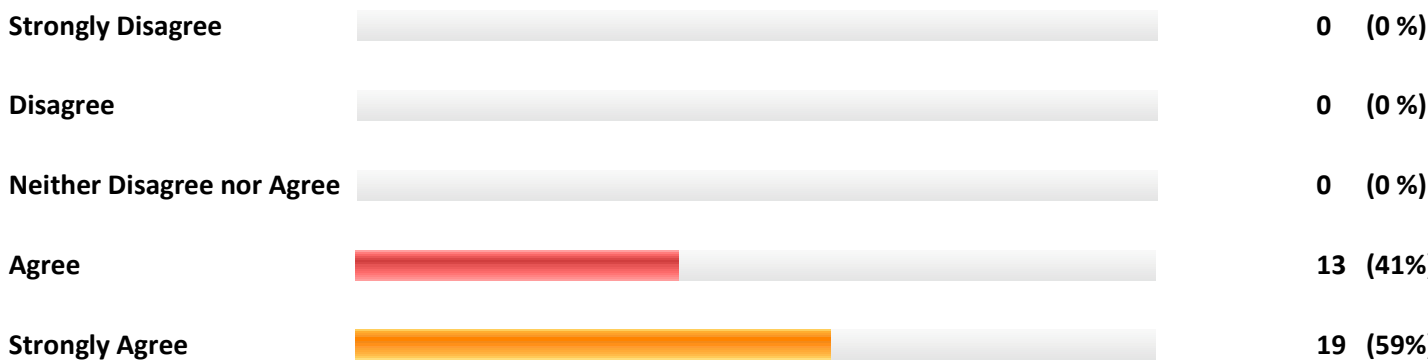
**As a result of taking this course, I am able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values.**



**Number of Responses:** 32

**Question 5**

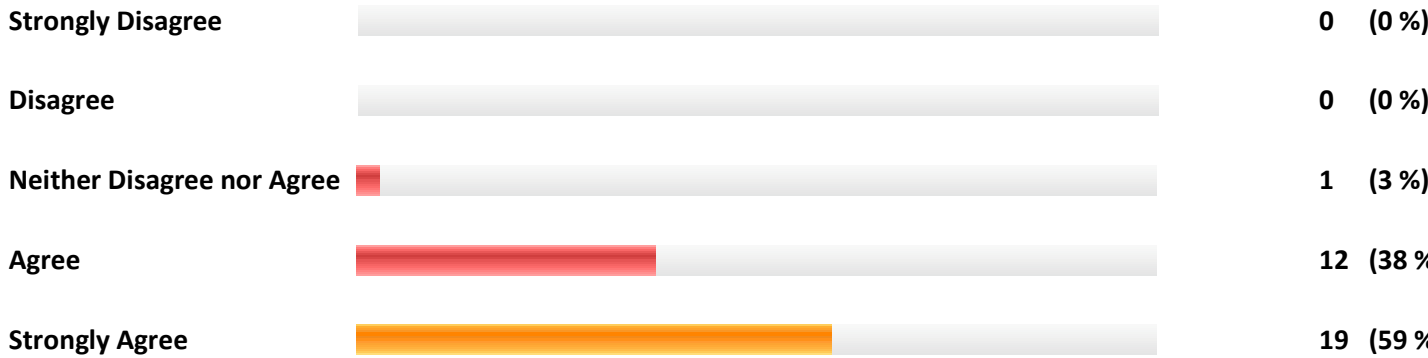
**As a result of taking this course, I am able to demonstrate understanding of and respect for a variety of ethical viewpoints.**



Number of Responses: 32

Question 6

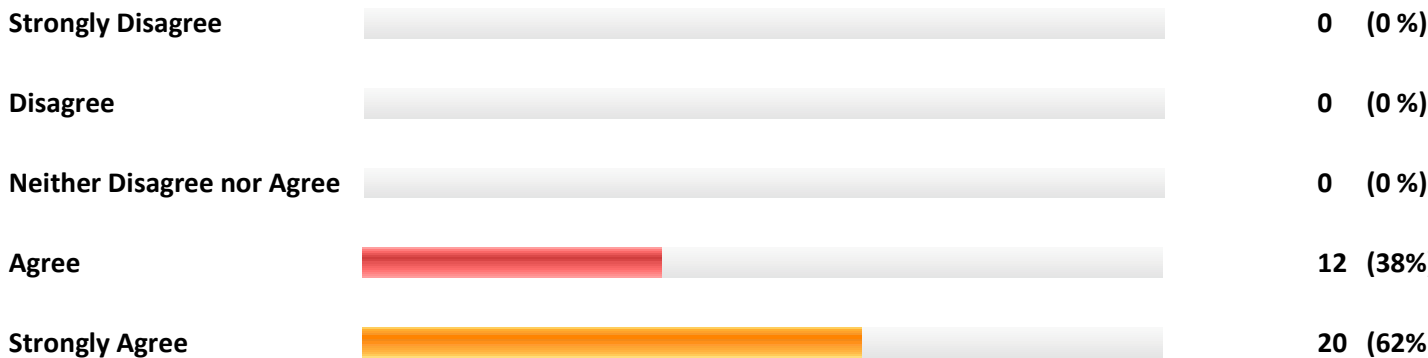
As a result of taking this course, I am able to recognize and critically reflect on my own moral values and their determinants.



Number of Responses: 32

Question 7

As a result of taking this course, I am able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



Number of Responses: 32

Data Analysis

While students don't have trouble finding ethical issues in business in the news, they often struggle to explain why the issues are ethical ones. I need to talk more about this in class. Regarding the exam

questions, students struggled most with virtue ethics and ethical relativism. 36% of students demonstrated a poor understanding of the models of corporate social responsibility. Given that the exam questions are exam questions, it is not clear if the trouble is with my coverage of the topics or students' study habits. Nevertheless, I should greater emphasize the topics of virtue ethics, ethical relativism, and the models of corporate social responsibility.

Overall, though, indirect assessment data from the end of course survey shows that students perceive that the course outcomes are being met. On only one question did one student indicate "Neither Agree nor Disagree" instead of "Agree" or "Strongly Agree."

## Appendix O

### Fall 2014 PHIL 303-01: Ethical Issues in Professional Life Assessment Data (Online Class)

Dr. Brett Gaul

#### Course Goals and Outcomes

This course satisfies the sophomore level or above writing course requirement for Minnesota Transfer Curriculum Goal 1: Communication. It also supports SMSU Liberal Education Program Outcomes #2: Communicate Effectively and #7: Analyze moral judgments and engage in moral discourse. At the end of this course **students should be able to:**

- Determine the nature and extent of information needed to formulate and develop a coherent unified thesis.
- Comprehend and synthesize messages conveyed in written contexts.
- Present ideas with comfort and confidence in written formats.
- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course one way in which students determine the nature and extent of information needed to formulate and develop a coherent unified thesis, comprehend and synthesize messages conveyed in written contexts, present ideas with comfort and confidence in written formats, demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society is by writing a 3,000 word research paper on ethical issues in their intended career.

Here is the paper description:  
Ethical Issues in Careers Paper

Using Professional Codes of Ethics and other sources, students will write a 3,000 word research paper discussing three major ethical issues in a profession of their choosing. You must:

6. Thoroughly explain what the profession is, what these professionals do, and where they work.
7. Thoroughly explain the main duties and responsibilities of this profession.
8. Thoroughly explain three major ethical issues this profession faces.
9. Thoroughly explain the ethically appropriate way people in this profession should handle each of these three issues. (You may want to explain one issue and then explain the ethically appropriate way people in this profession should handle it before moving on to the next issue.)
10. Reference your profession's Code of Ethics

11. Use at least three secondary sources. (Note: Codes of Ethics do not count as one of these sources.)

Additionally, papers must have a word count in the heading, title, introduction, conclusion, be double-spaced, typed in 11 or 12-point font, have 1" margins, and be in MS Word or a .pdf. You must cite your sources in footnotes using Chicago (Turabian) style.

Students receive a grade on the first version of this paper and a grade on a revised version of the paper. The revised version of the paper is written only after students have received feedback from me on their first version.

#### **First Version of the Paper: 24 students**

6 students (25%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

10 students (42%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

2 students (8%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

4 students (17%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

0 students (0%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

### **Second Version of the Paper: 24 students**

16 students (67%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

3 students (13%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

4 students (17%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

1 student (4%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

0 students (0%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

### **Direct Data Analysis**

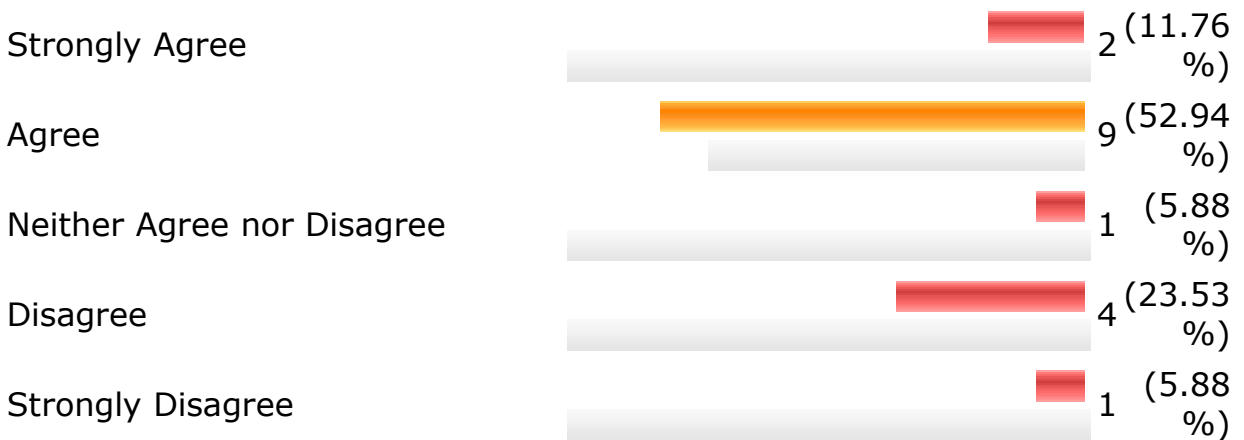
According to data from the first and second versions of the Ethical Issues in Careers Papers, students improved their ability to determine the nature and extent of information needed to formulate and develop a coherent unified thesis, to comprehend and synthesize messages conveyed in written contexts, to present ideas with comfort and confidence in written formats, to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, to demonstrate understanding of and respect for a variety of ethical viewpoints, to recognize and critically reflect on one's own moral values and their determinants, and to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society

While 83% of students were able to write an average or better first version of the paper, 96% were able to write an average or better revised paper. In particular, the number of excellent papers rose from 25% on the first version to 67% on the second version. These are my best figures for this class yet—on campus or online. Again, it appears this assignment is helping students to achieve the course's goals and outcomes.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

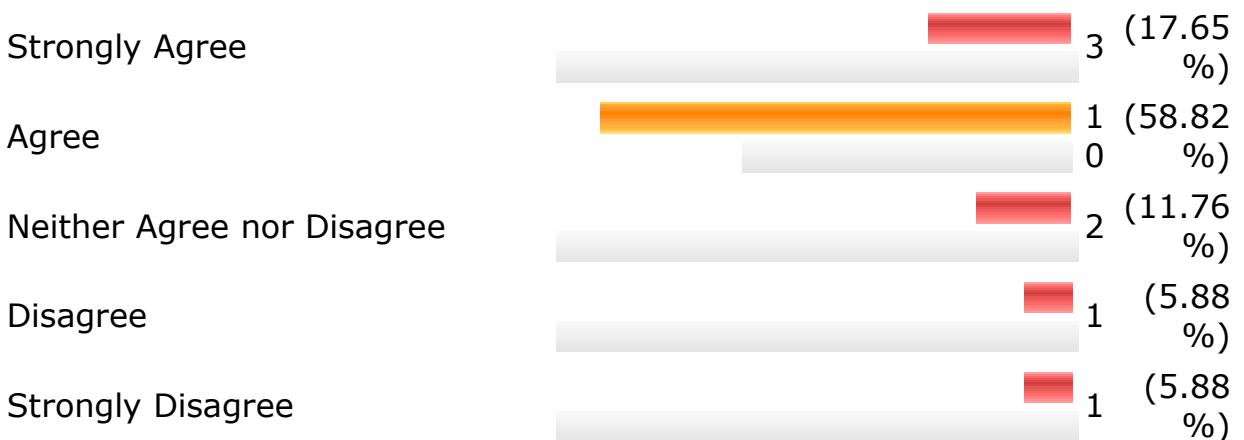
As a result of taking this course, I am better able to determine the nature and extent of information needed to formulate and develop a coherent unified thesis.



Number of Responses: 17

**Question 5**

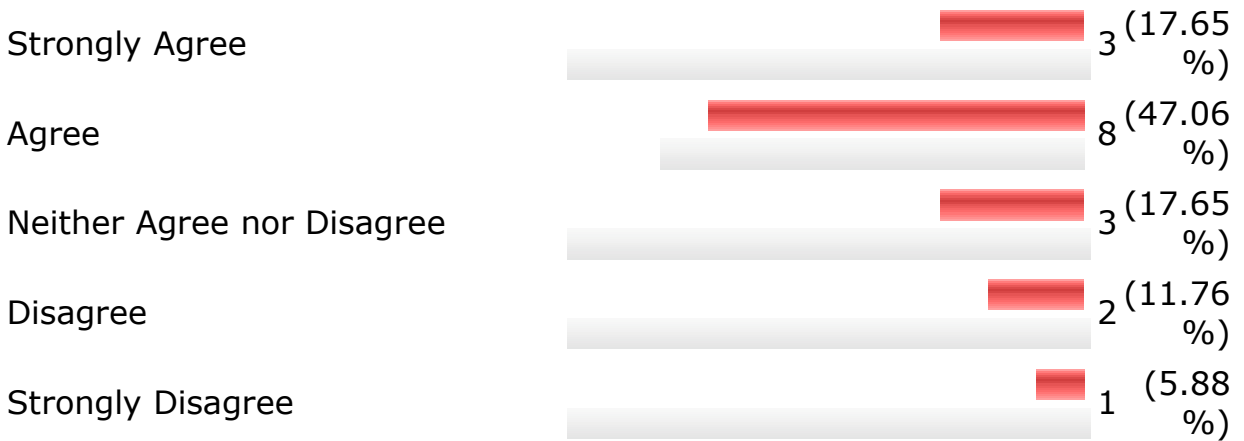
As a result of taking this course, I am better able to comprehend and synthesize messages conveyed in written contexts.



Number of Responses: 17

### Question 6

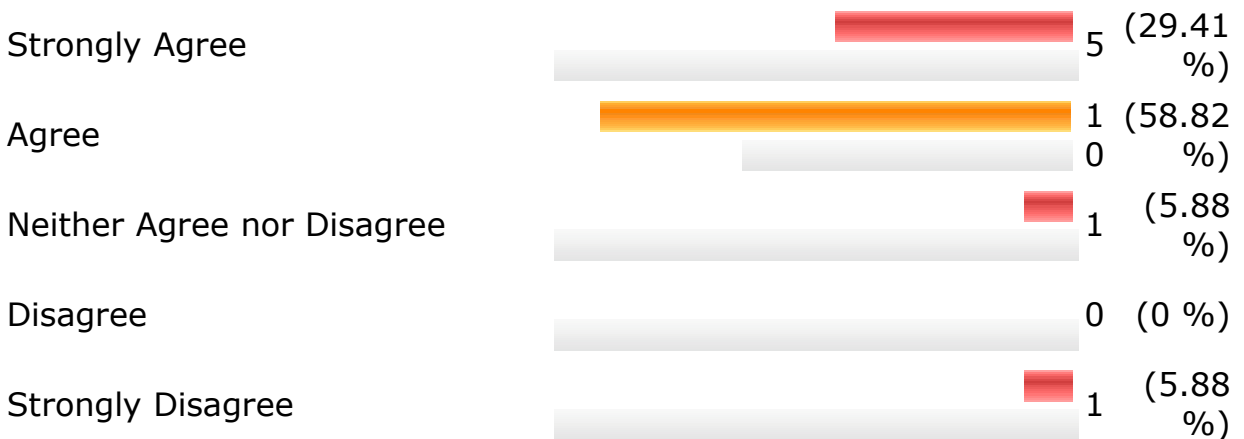
As a result of taking this course, I am better able to present ideas with comfort and confidence in written formats.



Number of Responses: 17

### Question 7

As a result of taking this course, I am better able to demonstrate understanding, meaning, application, and justification of a number of core ethical values.

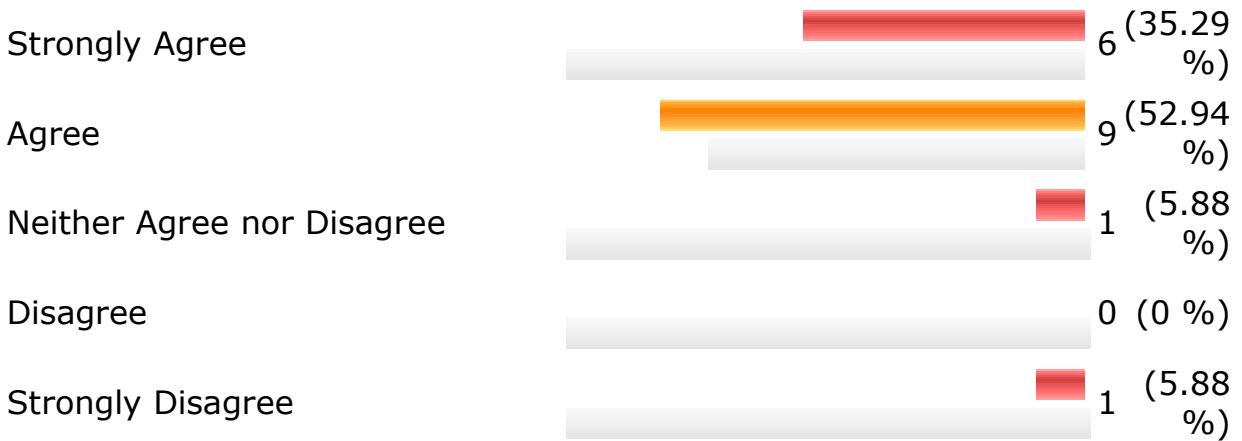


Number of Responses: 17



### Question 8

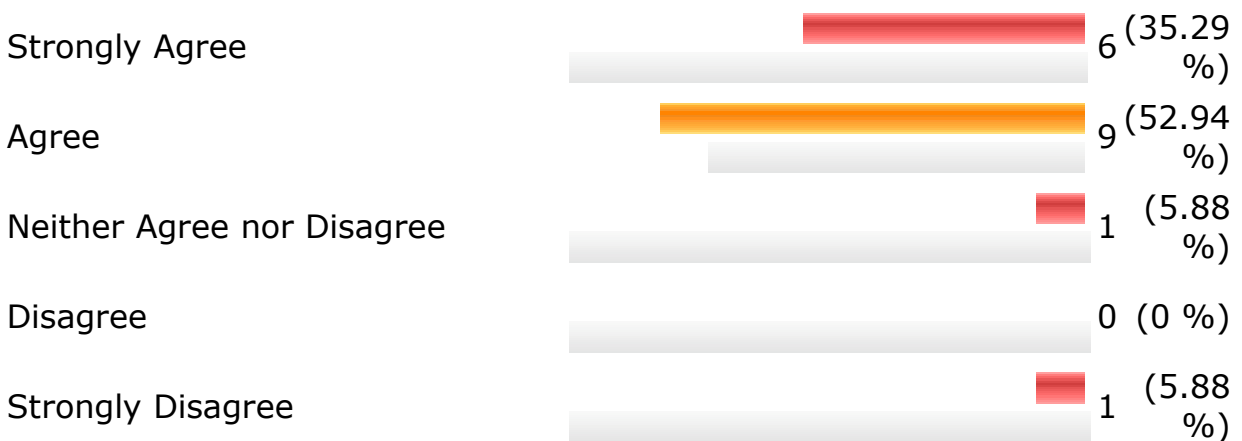
As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.



Number of Responses: 17

### Question 9

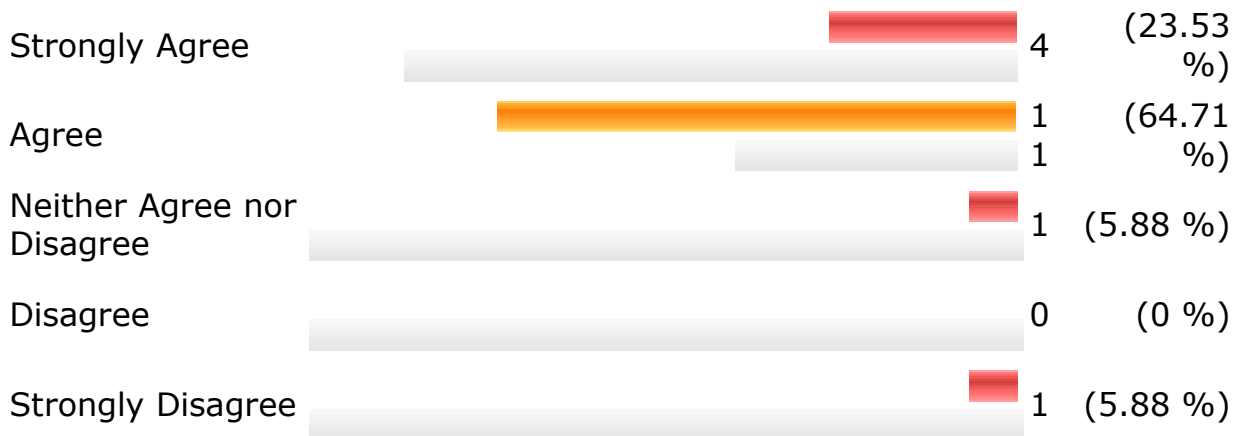
As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.



Number of Responses: 17

## Question 10

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



Number of Responses: 17

### Indirect Data Analysis

Indirect assessment data again also indicate that students' writing abilities improved, but the results here are more mixed than in previous semesters. This is in spite of my efforts to focus more on having students write coherent, unified thesis statements. I'm not sure what to do about this. I think I will teach the class the same way next time and see if the number improve. If they don't, I'll have to re-think things.

64% of students strongly agreed or agreed with Question 4 statement: "As a result of taking this course, I am better able to understand/demonstrate the writing process through invention, organization, drafting, revision, and editing." 6% neither agreed nor disagreed with the statement. 23% disagreed, and 6% strongly disagreed.

76% the students strongly agreed or agreed with the Question 5 statement: "As a result of taking this course, I am better able to comprehend and synthesize messages conveyed in written contexts." 12% of students neither agreed nor disagreed. 6% disagreed, and 6% strongly disagreed.

64% of the students also strongly agreed or agreed with the Question 6 statement: "As a result of taking this course, I am able to locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view." 18% students neither agreed nor disagreed. 12% disagreed, and 6% strongly disagreed.

Indirect assessment data also indicate that students' moral reasoning ability improved. This data is stronger than the data for the questions about writing ability.

88% of students strongly agreed or agreed with the Question 7 statement that “As a result of taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values. 6% neither agreed nor disagreed. 6% strongly disagreed.

88% of students strongly agreed or agreed with the Question 8 statement that “As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints. 6% neither agreed nor disagreed. 6% strongly disagreed.

88% of students strongly agreed or agreed with the Question 9 statement that “As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants. 6% neither agreed nor disagreed. 6% strongly disagreed.

88% of students strongly agreed or agreed with the Question 9 statement that “As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society. 6% neither agreed nor disagreed. 6% strongly disagreed.

## Appendix P

### Spring 2014 PHIL 303-01: Ethical Issues in Professional Life Assessment Data (Online Class)

Dr. Brett Gaul

#### Course Goals and Outcomes

This course satisfies the sophomore level or above writing course requirement for Minnesota Transfer Curriculum Goal 1: Communication. It also supports SMSU Liberal Education Program Outcomes #2: Communicate Effectively and #7: Analyze moral judgments and engage in moral discourse. At the end of this course **students should be able to:**

- Determine the nature and extent of information needed to formulate and develop a coherent unified thesis.
- Comprehend and synthesize messages conveyed in written contexts.
- Present ideas with comfort and confidence in written formats.
- Demonstrate understanding of the meaning, application, and justification of a number of core ethical values.
- Demonstrate understanding of and respect for a variety of ethical viewpoints.
- Recognize and critically reflect on one's own moral values and their determinants.
- Recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.

#### Direct Assessment Data

In this course one way in which students determine the nature and extent of information needed to formulate and develop a coherent unified thesis, comprehend and synthesize messages conveyed in written contexts, present ideas with comfort and confidence in written formats, demonstrate understanding of the meaning, application, and justification of a number of core ethical values, demonstrate understanding of and respect for a variety of ethical viewpoints, recognize and critically reflect on one's own moral values and their determinants, and recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society is by writing a 3,000 word research paper on ethical issues in their intended career.

Here is the paper description:  
Ethical Issues in Careers Paper

Using Professional Codes of Ethics and other sources, students will write a 3,000 word research paper discussing three major ethical issues in a profession of their choosing. You must:

12. Thoroughly explain what the profession is, what these professionals do, and where they work.
13. Thoroughly explain the main duties and responsibilities of this profession.
14. Thoroughly explain three major ethical issues this profession faces.
15. Thoroughly explain the ethically appropriate way people in this profession should handle each of these three issues. (You may want to explain one issue and then explain the ethically appropriate way people in this profession should handle it before moving on to the next issue.)
16. Reference your profession's Code of Ethics

17. Use at least three secondary sources. (Note: Codes of Ethics do not count as one of these sources.)

Additionally, papers must have a word count in the heading, title, introduction, conclusion, be double-spaced, typed in 11 or 12-point font, have 1" margins, and be in MS Word or a .pdf. You must cite your sources in footnotes using Chicago (Turabian) style.

Students receive a grade on the first version of this paper and a grade on a revised version of the paper. The revised version of the paper is written only after students have received feedback from me on their first version.

#### **First Version of the Paper: 20 students**

4 students (20%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

6 students (30%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

1 student (5%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

3 students (15%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

3 students (15%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Second Version of the Paper: 16 students**

8 students (50%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

4 students (25%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

2 students (12.5%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

2 students (12.5%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

0 students (0%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

**Direct Data Analysis**

According to data from the first and second versions of the Ethical Issues in Careers Papers, students improved their ability to determine the nature and extent of information needed to formulate and develop a coherent unified thesis, to comprehend and synthesize messages conveyed in written contexts, to present ideas with comfort and confidence in written formats, to demonstrate understanding of the meaning, application, and justification of a number of core ethical values, to demonstrate understanding of and respect for a variety of ethical viewpoints, to recognize and critically reflect on one's own moral values and their determinants, and to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society

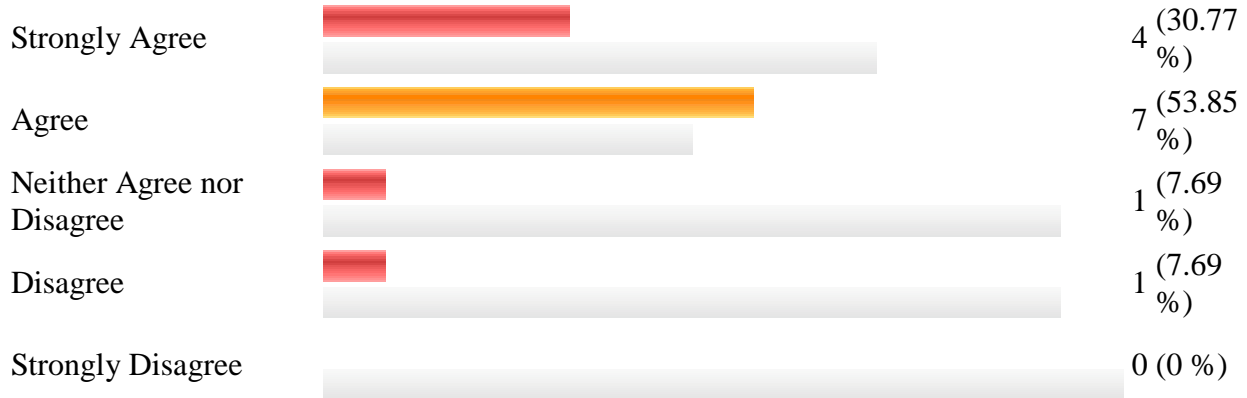
While 55% of students were able to write an average or better first version of the paper, 87.5% were able to write an average or better revised paper. In particular, the number of excellent papers rose from 20% on the first version to 50% on the second version. This is slightly less than Fall 2013 figures. There, while 78% of students were able to write an average or better first version of the paper, 95% were able to write an average or better revised paper. That semester the number of excellent papers rose from 17% on the first version to 57% on the second version.

These figures are comparable, but it will be interesting to see if my future on campus and online versions of the course differ much in this respect. For now, it appears this assignment is helping students to achieve the course’s goals and outcomes.

**Indirect Assessment Data from the End of Course Evaluation**

**Question 4**

As a result of taking this course, I am better able to determine the nature and extent of information needed to formulate and develop a coherent unified thesis.

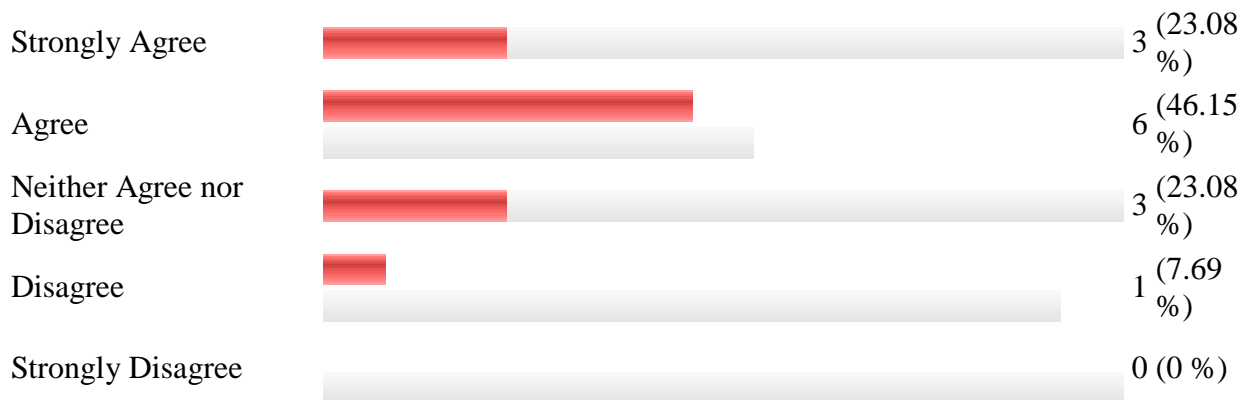



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Number of Responses: 13

**Question 5**

As a result of taking this course, I am better able to comprehend and synthesize messages conveyed in written contexts.

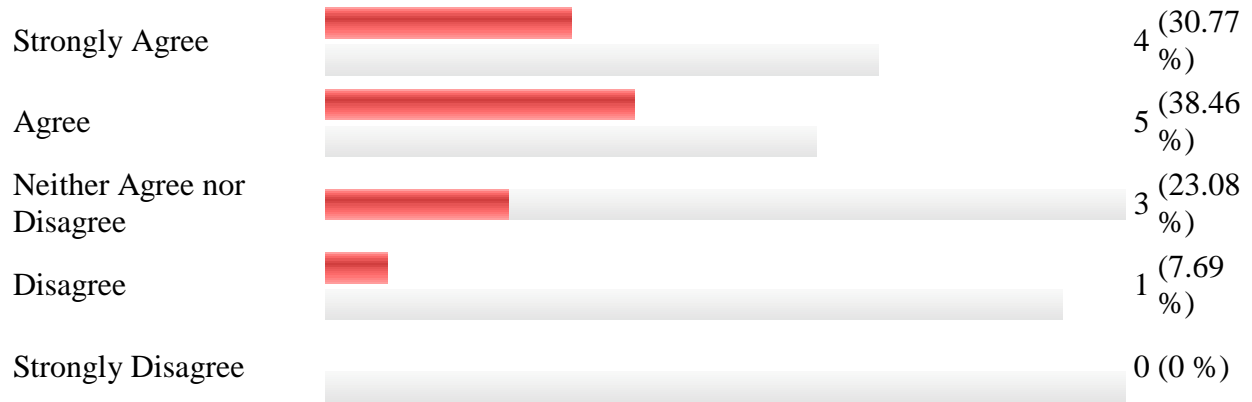



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Number of Responses: 13

### Question 6

As a result of taking this course, I am better able to present ideas with comfort and confidence in written formats.

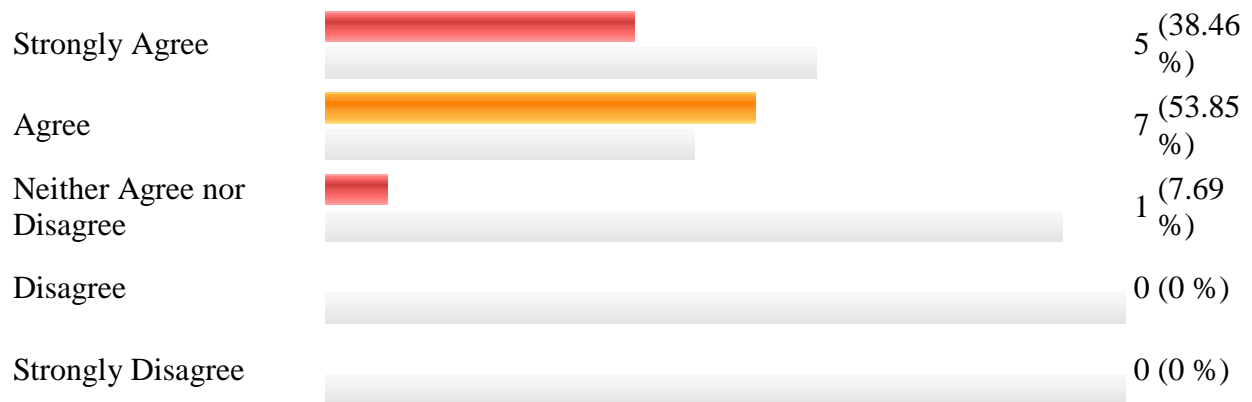


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Number of Responses: 13

### Question 7

As a result of taking this course, I am better able to demonstrate understanding, meaning, application, and justification of a number of core ethical values.



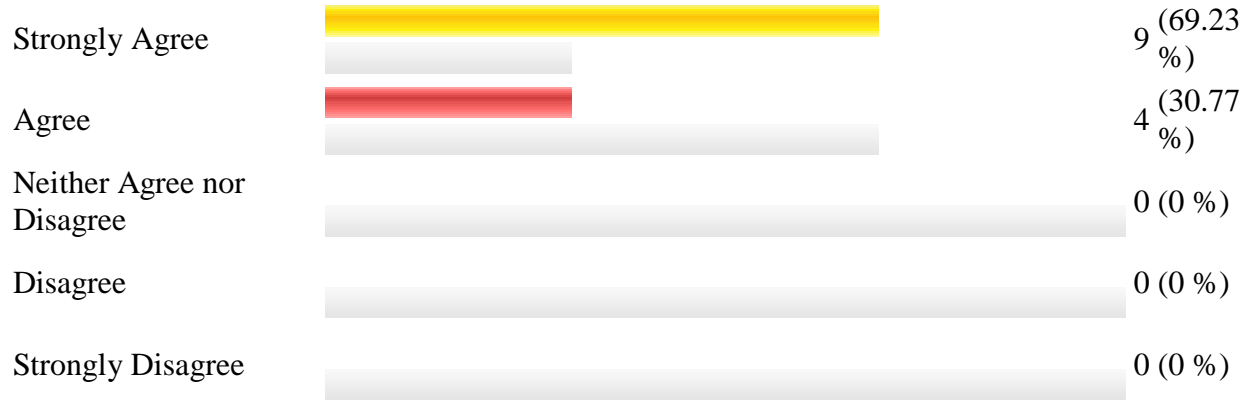
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Number of Responses: 13



### Question 8

As a result of taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

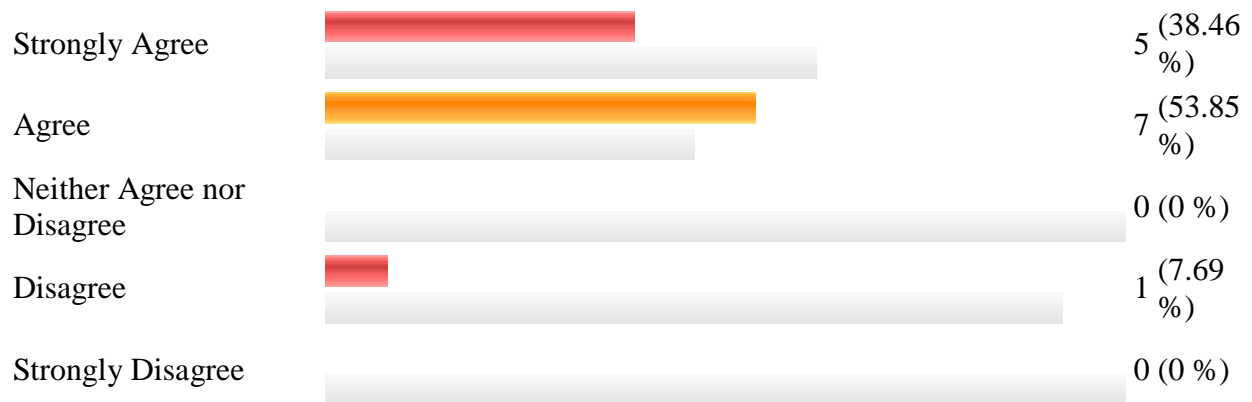


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Number of Responses: 13

### Question 9

As a result of taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants.

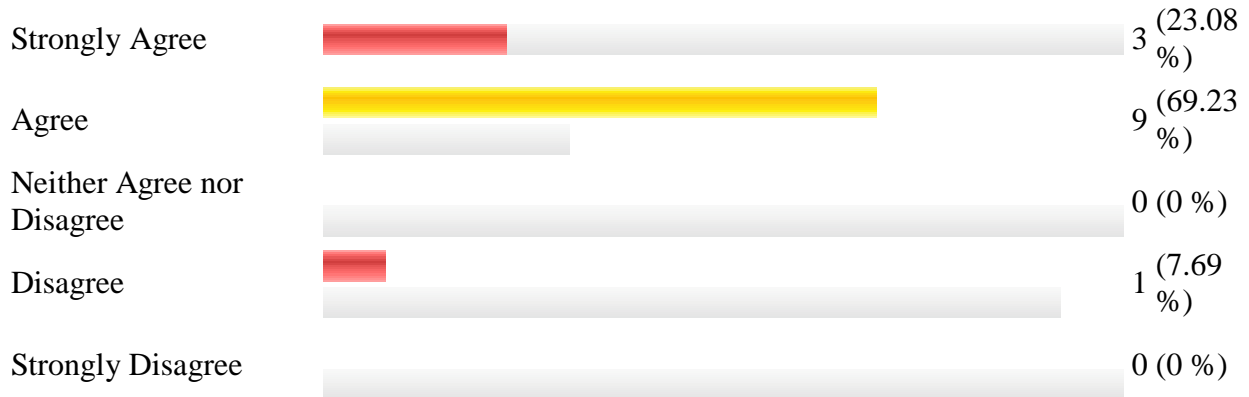


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Number of Responses: 13

## Question 10

As a result of taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society.



### Indirect Data Analysis

Indirect assessment data also indicate that students' writing abilities improved. Only one student (8%) neither agreed nor disagreed or disagreed with the Question 4 statement: "As a result of taking this course, I am able to understand/demonstrate the writing process through invention, organization, drafting, revision, and editing." An additional one student (8%) neither agreed nor disagreed with the statement.

69% of the students strongly agreed or agreed with the Question 5 statement: "As a result of taking this course, I am better able to comprehend and synthesize messages conveyed in written contexts." 23% of students neither agreed nor disagreed. 8% disagreed.

69% of the students also strongly agreed or agreed with the Question 6 statement: "As a result of taking this course, I am able to locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view." 23% students neither agreed nor disagreed. 8% disagreed.

Indirect assessment data also indicate that students' moral reasoning ability improved. This data is stronger than the data for the questions about writing ability.

92% of students strongly agreed or agreed that "As a result if taking this course, I am better able to demonstrate understanding of the meaning, application, and justification of a number of core ethical values. 8% neither agreed nor disagreed.

100% of students strongly agreed or agreed that "As a result if taking this course, I am better able to demonstrate understanding of and respect for a variety of ethical viewpoints.

92% of students strongly agreed or agreed that "As a result if taking this course, I am better able to recognize and critically reflect on my own moral values and their determinants. 8% disagreed.

92% of students strongly agreed or agreed that "As a result if taking this course, I am better able to recognize and address broad moral issues in a variety of contexts, including coursework, personal life, and global society. 8% disagreed.

## Appendix Q

### Spring 2013 PHIL 303-01: Ethical Issues in Professional Life Assessment Data

Dr. Brett Gaul

#### Course Learning Outcomes

This course supports Minnesota Transfer Curriculum Goal 1: Communication. It also supports SMSU Liberal Education Program Outcome #2: Communicate Effectively. At the end of this course **students should be able to:**

- Determine the nature and extent of information needed to formulate and develop a coherent unified thesis.
- Comprehend and synthesize messages conveyed in written contexts.
- Present ideas with comfort and confidence in written formats.

#### Direct Assessment Data

In this course one way in which students determine the nature and extent of information needed to formulate and develop a coherent unified thesis, comprehend and synthesize messages conveyed in written contexts, and present ideas with comfort and confidence in written formats is by writing a 3,000 word research paper on ethical issues in their intended career.

Here is the paper description:

Using Professional Codes of Ethics and other sources, students will write a 3,000 word research paper discussing three major ethical issues in a profession of their choosing. You must:

18. Thoroughly explain what the profession is, what these professionals do, and where they work.
19. Thoroughly explain the main duties and responsibilities of this profession.
20. Thoroughly explain three major ethical issues this profession faces.
21. Thoroughly explain the ethically appropriate way people in this profession should handle each of these three issues. (You may want to explain one issue and then explain the ethically appropriate way people in this profession should handle it before moving on to the next issue.)
22. Reference your profession's Code of Ethics
23. Use at least three secondary sources. (Note: Codes of Ethics do not count as one of these sources.)

Additionally, papers must have a word count in the heading, title, introduction, conclusion, be double-spaced, typed in 11 or 12-point font, and have 1" margins. You must cite your sources in footnotes using Chicago (Turabian) style.

Students receive a grade on the first version of this paper and a grade on a revised version of the paper. The revised version of the paper is written only after students have received feedback from me on their first version.

**First Version of the Paper: 23 students**

4 students (17%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

9 students (39%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

5 students (22%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

2 students (9%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

3 students (13%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

### Second Version of the Paper: 23 students

13 students (57%) wrote a well-organized and well-written paper in which (if appropriate) the arguments and positions presented in the readings were presented accurately and concisely, and original argument or analysis is offered in a compelling way. Claims and statements were supported by examples and evidence (from the text if appropriate). There were no grammatical, usage, or punctuation errors. Directions were followed exactly. In short, this was excellent work—there was nothing missing and nothing needed correction or improvement.

6 students (26%) wrote a paper that had some, but not all, of the merits characteristic of a well-organized and well-written essay: argument and positions presented in the readings were presented accurately and concisely, the directions were followed exactly, and original argument or analysis was offered in a compelling way

3 students (13%) wrote a paper in which the writing and organization was average or undistinguished, one that exhibited some (minor) misunderstanding of the course material, or one in which there was no significant original argument (i.e., argument that does not go significantly beyond the things said in class). Claims and statements were sometimes unsupported by examples and evidence. There were some grammatical, usage, and/or punctuation errors.

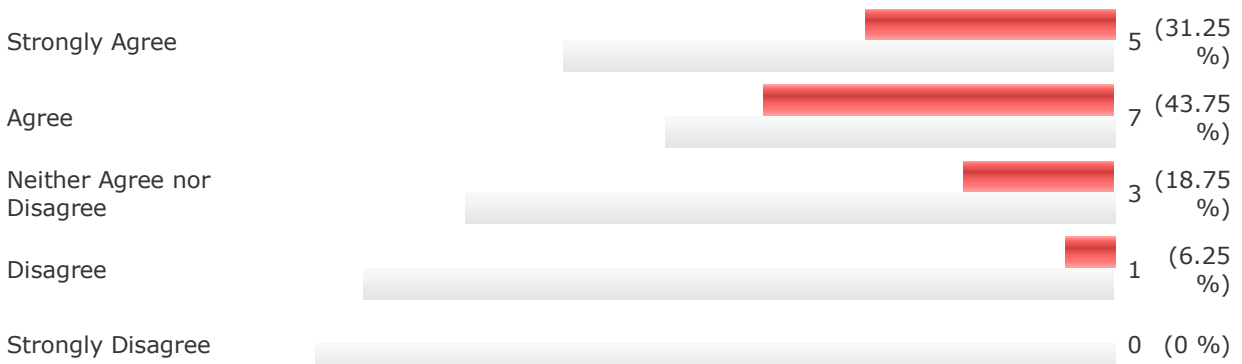
0 students (0%) wrote a paper in which the writing or organization was poor, one that exhibited serious misunderstanding of the models, or one in which there was grave errors in the use of philosophical methods (arguments, appeals to evidence, etc.). Few claims or statements were supported by examples and evidence. There were many grammatical, usage, and/or punctuation errors.

1 student (4%) wrote an essay in which the writing was so poor as to be unacceptable work from a college student, one that exhibited egregious misunderstanding of the course materials, or one that contained pervasive errors in the use of philosophical methods.

### Indirect Assessment Data from the End of Course Evaluation

#### Question 4

As a result of taking this course, I am able to understand/demonstrate the writing process through invention, organization, drafting, revision, and editing.

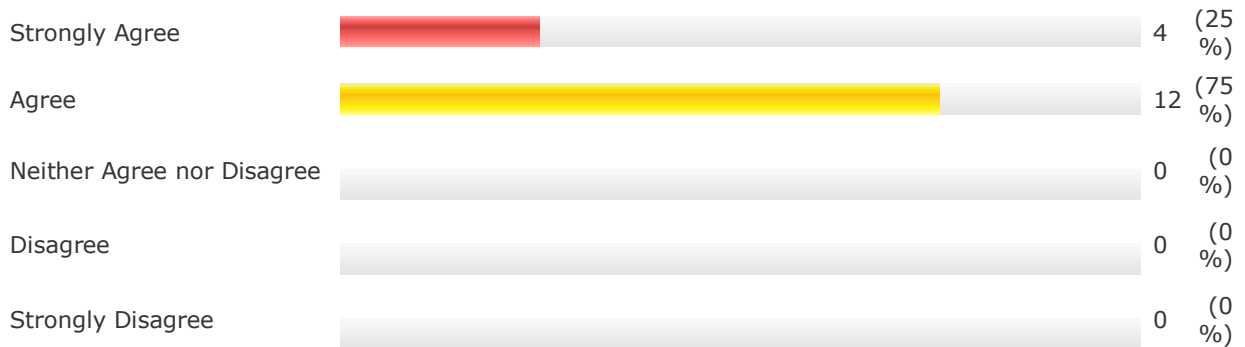


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Number of Responses: 16

**Question 6**

As a result of taking this course, I am able to locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.

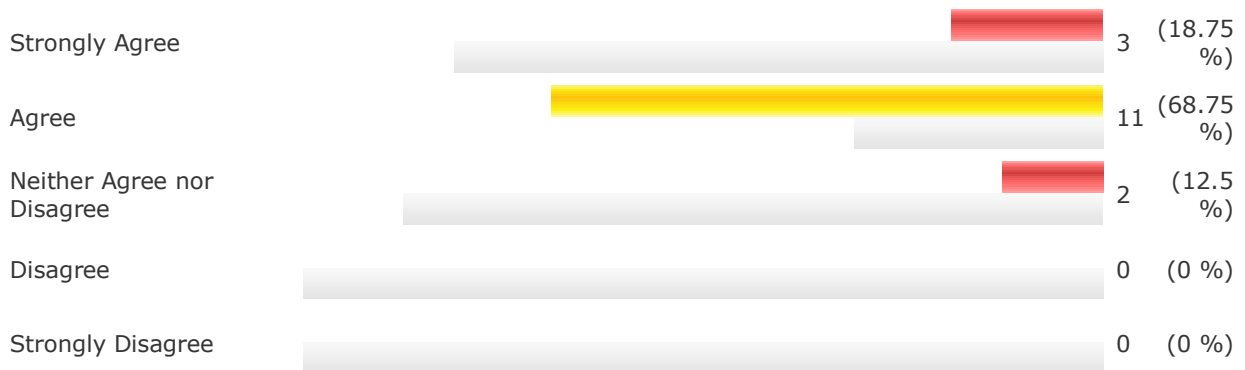


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Number of Responses: 16

**Question 7**

As a result of taking this course, I am able to select appropriate communication choices for specific audiences.

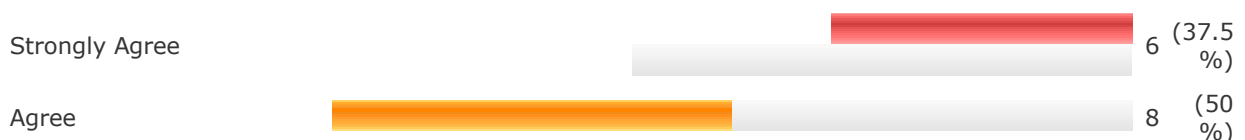


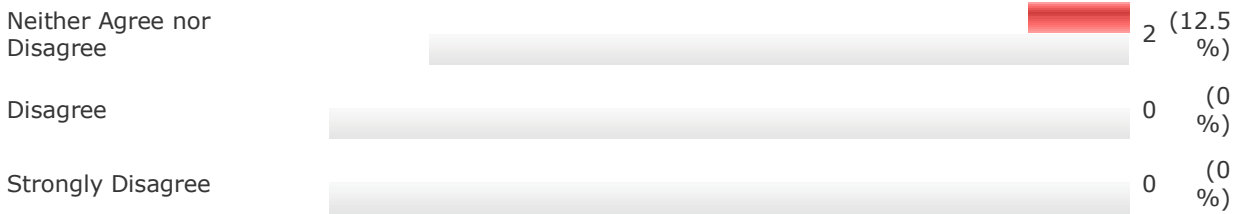
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Number of Responses: 16

**Question 9**

As a result of taking this course, I am able to use authority, point-of-view, and individual voice in my writing.





Number of Responses: 16

### Data Analysis

According to data from the first and second versions of the Ethical Issues in Careers Papers, students improved their ability to determine the nature and extent of information needed to formulate and develop a coherent unified thesis, to comprehend and synthesize messages conveyed in written contexts, and to present ideas with comfort and confidence in written formats. While 78 % of students were able to write an average or better first version of the paper, 95% were able to write an average or better revised paper. In particular, the number of excellent papers rose from 17% on the first version to 57% on the second version.

Indirect assessment data also indicate that students' writing abilities improved. Only one student (6%) disagreed with the Question 4 statement: "As a result of taking this course, I am able to understand/demonstrate the writing process through invention, organization, drafting, revision, and editing." An additional three students (19%) neither agreed nor disagreed with the statement. 100% of the students strongly agreed or agreed with the Question 6 statement: "As a result of taking this course, I am able to locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view." Only 2 students (13%) neither agreed nor disagreed with the statement: "As a result of taking this course, I am able to select appropriate communication choices for specific audiences." Finally, only 2 students (13%) neither agreed nor disagreed with the statement: "As a result of taking this course, I am able to use authority, point-of-view, and individual voice in my writing."